

Assessing English competences in the language program at Universidad de Cartagena

By Julio Jimenez Betancourt

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Tutor

ELIZABETH VIDES

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ABSTRACT

The assessment process in language teaching is an essential aspect to guarantee success in the teaching and learning process. When the process is continuously assessed it helps not only the students but also the teacher because it shows valuable information that needs to be analyzed in order to improve the teaching practice and make the students be aware of their progress. When it comes to assessing competences a set of principles need to be taken into account in order to establish an appropriate evaluative instrument and be able to measure the capacity a student could have to communicate.

The objective of this study is to analyze the way the assessment process is carried out at Universidad de Cartagena, as the students from the languages program are showing problems with their English levels and the reasons why the students are unable to communicate in English. The sources to obtain the information necessary for analysis were observation, interviews, and tests analysis. These instruments showed the pertinent information to determine the causes of the low level of the students and the types of competences the students were taught in classes.

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1. INTRODUCTION

In this globalized world, English has been considered as one of the most important and necessary subjects to learn at schools and universities in the last decades. A great number of professionals with high competences in English are being required and universities have apparently taken control on that. It is assumed this is the reason why universities have decided to include it in their curriculum to fulfill that high demand in the society.

The University of Cartagena, a public University which has been in the educational field for more than 100 years, has been aware of the situation and opened a language center about 17 years ago to contribute to the development of the region offering English courses to the different programs.

The complete regular English program is distributed in six levels or courses of four hours a week, with an overall intensity of 64 hours semester. The number of students per class ranges from 20 – 26 being the last number the most predominant, especially in the first levels. The number of students and courses in level three, four, five, and six is considerably low compared to the first ones but the reasons for that will not be discussed in this research.

The population in this University is considerably big. There are many students from different ages and social status in the class, all of them generally high motivated to learn. The material used in the English program is the Interchange series third edition and it is distributed in the six levels. Each book has 16 units and it is used in two levels, which means, the first 8 units are taught in one course and the other 8 in the other course.

To find more answers to this study, it would be convenient to analyze the objectives of the program which will inform what the staff of the University desires from the students. The following information is taken from the original document.

GENERAL OBJECTIVES.

“Desarrollar en los educandos las habilidades comunicativas fundamentales en la adquisición de una lengua extranjera: escuchar, hablar, escribir, y leer, enfatizando en esta última de acuerdo a los requerimientos establecidos en el consejo académico. Estas herramientas básicas e imprescindibles permitirán elaborar y afianzar el conocimiento, reforzando la libertad de pensamiento, análisis y acción, de tal manera que se pueda alcanzar el nivel B1 según los estándares establecidos por El Marco Común Europeo, posibilitando la interacción de manera competente en un mundo cada vez más globalizado”. (Pp, 12).

Developing the four skills in the students can be considered the main point in the objectives and is here where the interest of this study begins. The students from the different programs have not demonstrated they are developing the English skills expected from the staff to form an integral professional capable to interact and be competent in a globalized world.

On the other hand, Language instructions represent a challenging task for teachers. The use of many variables are involved and considered necessary to carry out a successful job in the classroom. These variables need to be adjusted and permanently open to changes due to

factors like the students' population, institutional policies, and the curriculum. When it comes to curriculum, it is referred to all the issues that interfere in the teaching and learning process such as methodology, materials, and a very crucial aspect, which is evaluation.

In this research study, I will try to find answers about a very important aspect in English teaching, which is Assessment. Assessment is related to the teaching and learning and evaluation refers to the whole process in which teachers need to make decisions about the learning goals. This topic will be carefully studied and the concepts learnt will definitely be useful to understand more of this process. Additionally, it is important to precise how this theory could be applied to my daily practice and improve my teaching practice. Assessment is considered a very complex topic determined by many authors, for instance Mc Tigh & Ferrara, Savignon, Crooks, Richards, Baehr, among others so we will evidence some different perceptions about this topic and the implications in the language learning - teaching process.

The following work will try to determine if the students' competences are assessed in an appropriate way considering some authors who refer how teachers should assess competences. The goal of this research is to analyze if the procedures are convenient or good enough to evaluate the students at the University of Cartagena or if definitely there should be a change in the way the students are assessed conveying the establishment of evaluation criteria which will surely bring benefits to the student's population.

In the next chapter, you will find the section of rationale in which the issues that are affecting the language learning process at the Universidad de Cartagena will be presented.

Also, it will be mentioned why the learning process is not giving good results and the comments the students have about the language program.

The objectives of this research will try to find answers for this problem and the theoretical framework will present the theory to find these answers. It will show what linguists consider about the points of study and how these theories can be interpreted to understand the assessment process in the classroom.

After analyzing the theory, the methodology section will show what procedures were necessary to carry out this research. There is also the need to present some theories about the types of research and their implications in any research study. In this section, you will also find the reasons why it is convenient to use any particular research instrument to carry out this work. Then, there are the findings and analysis section, which will determine if the objectives presented in this work were found and how accurate the information obtained to be studied was. It is expected to find interesting information and hoping to understand what is really happening at Universidad de Cartagena in terms of the assessment of competences process.

In the next section, there is the conclusions part, which will give us the reflection about these findings and what the program should consider if they really want to improve their evaluative practices in the classroom. Of course, these suggestions are strictly for this program, which was the one under study, and they might not apply for any other one.

Following this section, there is the reference one, which contains the data of all the authors, mentioned in this study. Their contributions are considered of great help and really appreciated.

The last section refers to the appendix, which contains the evidence of the instruments used in this research, for instance, interviews, copies, transcripts, etc. This section is considered really important as it holds all the documents and instruments used to carry out this research.

1.1 Rationale

The teaching process is a very complex matter that needs to be studied and revised in order to get answers and be able to help the target population, which are the students. In a classroom setting, there are many aspects that teachers need to consider when they carry out the teaching practice; for example, materials, student's attitude toward the language, student – teacher's motivation, and teacher's methodology, among others, but one essential aspect is referred to the way the process is assessed.

In the learning-teaching process, the student is most likely the person who can give evidence about how effective such process is. She / he can make us reflect about what aspects need to be changed or adjusted. Normally, learning achievements are expected to be evidenced through evaluation practices in the classroom. These evaluation practices are given by the teacher during most of the class time in order to control the teaching - learning process.

At the University of Cartagena one of the policies is that the students from 6th semester on have to present an English sufficiency exam to graduate. This exam tries to measure the four skills necessary to communicate in a foreign language and it is not an international exam, but one the language program created. Nevertheless, the results of this exam show an alarming data because 80-90% of the examinee fails the exam. The reasons why this happens could be searched during another research project.

Recently, some aspects have been observed in the students' population. Apparently, some students have commented the quality of the evaluation is not the best. The grades obtained in the process show a big contradiction compared with the students' performance, which seems to indicate, there might be a serious problem with the evaluative procedures carried out in the English program.

The interest to carry out this research lays on the fact that students with low oral and written communicative competences are easily found in different levels. It has been seen in classes students struggling when expressing ideas, interacting among themselves, and with the teacher. In different moments teachers have evidenced students in certain levels that should not be there wondering how they got to be in such courses, but the question is: How did they get to pass to those courses?

One possible problem might be the student's English competences are not being evaluated in the way they should. Students with low English competences can be found in all levels turning into a very difficult situation in the classroom. The problem seems to be more evident with students from level 2 on when the teachers want to communicate something in

English. The use of Spanish in classes is highly noticeable. It is estimated that teachers use 80% Spanish and 20% English because the students are unable to understand.

For this reason, the target population of this research is the students from level 1. It is estimated that the problem begins with the construction of the first basis in the language when the students apparently do not start their formation process with an appropriate evaluation system. As a consequence, it seems that students get to pass to the next level without the expected and necessary competences for the following course.

The program has not determined a specific type of assessment to be followed in classes. It is inferred that teachers assess the process in any particular form and different evaluative instruments are used to get a grade. Apparently these instruments are not related to the goals of the course so the students get a grade that does not reflect real progress in the language.

It has been discussed in many occasions that the evaluation process has lots of problems. There should be unified evaluation criteria by all the teachers in the language centre, so they could all go in the same direction. Teachers are expected to give written and oral quizzes and one midterm exam in each academic period, but they probably do other activities to evaluate the students. Perhaps the method in which the material is evaluated could not be appropriate and results would have a low discriminatory range; and it might be then when slow learners take advantage of the process and get to pass to the next course.

For this reason, it is common to find many students with serious English problems when they need to communicate basic information, not only in low levels but also, in advanced ones. On the one hand, the staff of the language centre shows preoccupation for this aspect. On the other hand, this fact has caused that many students get discouraged with the program as they notice they are passing levels and their English competences are not equivalent to the course.

In some opportunities, some students prefer to go back to level 1 to start over and not to continue in courses that represent a problem for them because they experience very embarrassing moments in the class. In some other cases, some students comment they do evaluative activities in the class that are not very challenging for them and get a grade that is not equivalent to the concepts learnt. Additionally, some students say they get good grades for attending classes and not for their performance, which is not considered an appropriate action from the teacher.

It can be seen how a student is assessed and gets to pass to levels that do not correspond with the current language competences, affecting the student's motivation and interest toward the language. Cases like these can be easily found in the program. It could be considered that probably the problems above mentioned exist because the assessment process might be taken in an inappropriate way, focusing more on giving a grade. It is likely that in most cases, such grade does not determine or reflect the real student's competences. From these facts, the question is determined.

1.2 QUESTION OF THE RESEARCH.

- How is the process assessed in students from level 1 at Universidad de Cartagena that allow them to pass to the next course without the appropriate English competences?

1.2.1 General objectives.

- To characterize the evaluation practices in level 1 at Universidad de Cartagena.

1.2.2 Specific objectives

- To identify the types of competences the teacher assesses in an English 1 level.
- To describe the way assessment is carried out in the teaching – learning process in an English 1 level.
- To identify the most predominant types of English competences are evidenced in the tests applied during the assessment process.

1.3 Definitions of terms

The following terms are present during all this study and it is considered pertinent to have these concepts clear in order to have a better understanding of the terms to be used during this research. The most common are:

Communicative language teaching: set of principles that are taken into account in the process of teaching. These principles are the goals of language teaching, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (Richards, 2006)

Assessment: it is the process of observing, analysing, and documenting the student's skills, knowledge, and attitude during the teaching-learning process. (McTighe & Ferrara, 1998)

English competences: It refers to the knowledge in terms of abilities a student has in order to produce the language. (Richards, 2006)

Communicative competence: It refers to the constructions of sentences meaningfully. They are created to be used in a particular context and a specific situation (Richards, 2006).

Evaluation: it is defined as a process which involves making a judgment regarding quality, value, or worth, based on set criteria. (McTighe & Ferrara, 1998)

1.4 Assumptions and limitations

There were two assumptions for this study. The first assumption was that the information obtained from the students during the interview is a clear example of the real level

the students have and the difficulties they showed reflect the gap they have when they try to interact with other people. The second assumption shows that the presence of the researcher in the classroom did not interfere with the quality of the information obtained during the observation period.

One very important limitation for this study is that there are 28 professors in the program and only one professor accepted to be observed. The other professors had different excuses and in conclusions did not cooperate. Nevertheless, the chosen professor has had an excellent evaluation mark in average from the students and has been in the program for more than 10 years, so interesting information is expected to be found.

2. THEORETICAL BACKGROUND

Teaching plays an important role in succeeding in the student's learning process. Some important variables are taken into account like the teacher's methodology, materials, the evaluation system, etc. that could lead to know the how and why a student may succeed or fail in learning a foreign language. To understand more about the interests of this research, it should be convenient to analyse the theory that is involved in such study. First, it is relevant to study English competences learners should have and develop in classes for better performance. The types of competences and some concepts that sometimes tend to confuse teachers.

In learning a foreign language, a new term has arisen which is *Competences*. The term competence refers to the knowledge in terms of an ability a student has in order to produce the language (Richards, 2006). It means that depending on how the student develops the ability of producing the language would determine the student's ability to communicate.

Communication is considered an ongoing process in which interpretation, expression, and negotiation are involved. There are many opportunities to communicate and they are infinite, since symbols or signs can be used to say something (Savignon, 1983). In language learning the student is expected to communicate using sentences. It is important to have the students develop the ability to understand and produce the language in order to make this process effective.

Nevertheless, it is assumed that the first competence the student seems to develop is the grammatical competence, which refers to the action of forming sentences structurally.

The student is expected to identify the aspects necessary to know when learning a language. For instance: the morphological, the syntax, and the lexical aspect. The morphological refers to the structure of the sentence. It means the words that are necessary to use to communicate something correctly. The syntax refers to the position of such words in the sentence. They need to be placed in the correct position. And the last aspect is the lexical, which refers to the meaning of words involved in the sentence. (Savignon, 1983)

While grammatical competences imply the construction of sentences structurally correct, it is still evidenced some students struggling when they need to use the language in a meaningful way. It is then when the term of communicative competence appears. (Richards, 2006) Grammatical competence is part of the communicative competence.

Savignon (1983) states there are some characteristics for communicative competences that seem to emerge:

1. Communicative competence is dynamic. It implies the negotiation of meaning between two or more participants to share concepts.
2. Communicative competences can be given in an oral and/or written form.
3. Communicative competence is context specific. The success of communication will depend of the understanding of the context involved in the act. It implies the use of appropriate use of register and style for the situation and the participants.

4. There is a difference between competence and performance. Competence refers to the underlying of an ability and performance is the manifestation of the ability. In other words, competence is what the student knows and performance is what the student does. Only through performance competences can be maintained, developed, and evaluated.
5. Communicative competence is relative, and not absolute. It means that the participation of the people involved would make it successful.

2.1 Communicative competence in language teaching

Richards (2006) defines communicative language teaching (CLT) as a set of principles that are taken into account in the process of teaching. These principles are the goals of language teaching, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

The goals of language teaching refer to the plan the teacher has in the class. It relates to what teachers want their students to learn. Nevertheless, having that in mind, it seems to be confusing for language instructors. Firstly teachers need to have a clear difference between grammatical competence and communicative competence. As it was mentioned before, grammatical competence refers to the knowledge of the construction of sentences grammatically correct. These sentences are to be used in the classroom and they lack of context and meaning. Communicative competence refers to the constructions of sentences meaningfully. They are created to be used in a particular context and a specific situation (Richards, 2006).

Richards (2006) also mentioned the way learners learn a language has changed in the last decades. In the past, teachers focused their attention in using the grammar translation method, which consisted in having their students memorize and practice grammar in class. Errors were not permitted and the production of the language was basically mechanical. Learning was under the control of the teacher. In recent years, this perception has changed considerably. Language learning has been seen differently by the results of processes such as:

- Interaction between the learners and the users of the language
- Collaborative creation of meaning
- Creating purposeful and meaningful interaction through the language
- Learning through attending feedback when they use the language
- Paying attention to the language the learners hears (input)
- Trying out and experimenting with different ways of saying things

Richards (2006) also mentions that CLT brought along other ways students can use to learn a language. Different from the traditional grammar formats where the focus was to master grammar points through memorization of dialogs and drills, among others, material writers have addressed their goals to creating activities that reflect the principles of communicative language teaching. These activities are expected to use grammar, involve meaningful language, and a real context.

The last aspect this author mentions is the role of the teacher and learners in the classroom. The activities proposed by the teacher imply new behaviours and attitudes in the learners. Students now have to be aware of how the language can be used with a real purpose

instead of forming irrelevant sentences. The teacher has to assume the role of facilitator and monitor instead of a model of free of error speech.

According to Richards (2006) one of the main characteristics of CLT is to develop fluency in the language. Fluency can be considered as the natural language involved when a speaker participates in meaningful interaction. This interaction has to be comprehensible and in progress despite the limitation the speaker might have in his/her communicative competence.

Fluency is developed when students participate in classroom activities where meaning must be negotiated, use communication strategies, correct misunderstandings, and avoid breakdowns in communication.

This author also refers of how important developing accuracy in the language is. Accuracy in CLT refers to the action of creating correct examples in the language used. There are some differences between activities that refer to fluency and activities that refer to accuracy.

The activities that promote fluency can be:

- Reflect natural use of the language
- Focus on achieving communication
- Require meaningful use of the language
- Require the use of communication strategies

- Produce language that might not be predictable
- Seek to link language use to context

The activities that promote accuracy can be:

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language (p. 14).

In order to understand more about this theory, here we have an example of each.

Fluency task

The teacher asks the students act out a dialog in which a customer returns a faulty object he purchased in a store recently. The clerk asks what the problem is and promises to give a refund to the customer or replace the item. Students need to recreate the dialog using their own words.

Accuracy task.

Students are practicing dialogs. The dialog contains some examples of falling intonation in wh-questions. The class is organized in groups of three, two students practice the

dialog and the third student plays the role of monitor. The monitor checks that others are using the correct intonation pattern and corrects them where necessary.

With the examples above, it is evidenced that fluency and accuracy seem to have different goals and they both are valid and occur in language learning and teaching. Teachers should consider using a balance of accuracy and fluency activities in classes and use accuracy tasks to support fluency tasks after assessing the students (Savignon, 1983).

2.2 Toward a classroom model of communicative competence

Savignon (1983) states there are four components this framework refers: the grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. These four components suggest a model for communicative competence in classroom practice.

The grammatical competence is mastery of the linguistic code. As it was defined before, it refers to the ability a learner has to recognize the lexical, the morphological, the syntactic, and phonological feature of the language to manipulate them and form sentences. The sociolinguistic competence refers to the social rules of the language. It requires an understanding of the social context where the language is used. One of the goals of this competence is to make the rules explicit in order to help non-natives to understand and adapt to situations not familiar for the learner.

Savignon (1983) also defines the discourse competence, which refers to the interpretation and connection of isolated sentences to form a meaningful whole. “The recognition of the theme or topic of a paragraph, chapter, or book, getting the gist of a telephone conversation, poem, television commercial, office memo, recipe or legal document requires discourse competence” (p. 38).

In conclusion, discourse competence refers to the ability a learner has to interpret sentences in order to make them meaningful and to achieve coherent texts based on the context involved.

The last component that Savignon, (1983) proposes is the strategic competence. It is defined as the strategies a learner use to compensate the imperfections of the knowledge of the grammar rules or the limiting actions that may produce fatigue, inattention, and distraction. It refers to what a learner does when he or she does not know a rule, the meaning of a word, or when the other speaker does not understand something you said. It is important the learner do something when facing situations like these that may affect communication.

The concepts presented above describe what communicative language teaching is and what aspects are implied in language learning. Nevertheless it is considered more relevant for this study the concepts of competences and the types of them, which will help us identify the ones the teacher tries in level 1 teaching process to evaluate in the class.

For Bagaric (2007) the term communicative competence has its origin from two words, the combination of which means competence to communicate. This simple lexico- semantical

analysis uncovers the fact that the central word in the syntagm communicative competence is the word competence.

At the beginning of the 80's, Canale and Swain (1980) proposed at first three main components: fields of knowledge and skills: grammatical, sociolinguistic and strategic competence. Then, Canale (1983, 1984) transferred some elements from sociolinguistic competence into the fourth component, which he named discourse competence.

For Canale and Swain (1980), the definition of the grammatical competence is mainly taken from Chomsky's linguistic competence. According to Canale and Swain, grammatical competence is concerned with everything related to improving the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

The sociolinguistic competence in their model refers to the knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts. In other words, the appropriate use of language in a particular context.

Canale (1983) described discourse competence as the way the language is used in terms of unity. This is referred to how the language is spoken or written in order to achieve meaning by the correct way of cohesion and coherence. Cohesion is achieved by the use of

cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.), which help to link individual sentences and utterances to a structural whole. When it comes to achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc., enable the organization of meaning, i.e. establish a logical relationship between groups of utterances.

In the model of Canale and Swain, strategic competence is referred to the knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc.

Although the model of Canale and Swain is considered really easy to follow, this model has dominated the fields of second and foreign language acquisition and language testing for more than a decade even after Bachman (1990) and Bachman and Palmer (1996) proposed a much more comprehensive model of communicative competence.

According to Bachman and Palmer (1996), some aspects of language users such as their topical knowledge, affective schemata and language ability influence the communicative language ability. The crucial characteristic is their language ability, which is comprised of two broad areas – language knowledge and strategic competence.

Language knowledge consists of two main components - organizational knowledge and pragmatic knowledge which complement each other in achieving communicatively

effective language use.

In Bachman and Palmer's model, organizational knowledge is composed of abilities to control formal language structures, i.e. of grammatical and textual knowledge. Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They permit recognition and production of grammatically correct sentences as well as comprehension of their propositional content. Textual knowledge enables comprehension and production of (spoken or written) texts. It covers the knowledge of conventions for combining sentences or utterances into texts, i.e. knowledge of cohesion.

2.3 Evaluation

The term evaluation in the classroom has represented a wide paradigm on students. This word inevitably seems to provoke levels of fear and stress since it intends to confirm whether the student learned something or not and how the learning skills could be exposed. Apart from that, it is likely that in some cases it has been used as a measure of punishment due to discipline problems, low performance, negative attitude toward the language, and personal conflicts between the teacher and the students, among others (Mc Tighe & Ferrara, 1998).

It is believed that teachers should make students realize of how important and necessary evaluation is in their process and how to manage emotions regarding this topic is a key to success in language leaning.

It is estimated that a large number of teachers have had a misconception about this term. It seems that evaluation is referred to exams and it happens when they are given at the end of one, two, or any number of units. The most common instrument for this process is a written test in which students in most cases do not have the practice in classes to work with. The results of these tests apparently are not used to take actions to improve the evaluation system or anything similar, just a way to see who passed or who did not. It is believed this process is given just to keep institutional policies and not to measure student's learning showing as consequence not reliable results.

McTighe & Ferrara (1998) defines evaluation as a process which involves making a judgment regarding quality, value, or worth, based on set criteria. Teacher questioning, reviews of student work folders, and paper-and-pencil tests are commonly used assessment methods for gathering information about student learning. Scoring a student essay and assigning report card grades are examples of evaluation, among other different processes.

On the contrary, Crooks (1988) defines classroom evaluation as evaluation based on activities that students have during the period they are enrolled in a particular course. These activities may involve time spent both inside and outside the classroom. This definition includes tasks such as formal teacher-made tests, curriculum-embedded tests (including adjunct questions and other exercises intended to be an integral part of learning materials), oral questions asked of students, and a wide variety of other performance activities (cognitive and psychomotor).

From this point of view it would be important to offer a variety of evaluation methods and instruments to give the students the opportunity to apply self-assessment and find their strengths and see what they need to improve or change.

Crooks (1988) in his theory about evaluation, indicates that classroom evaluation affects students in many different ways. For instance: motivation towards the language. The way students can work in the class depends on great scale on the results of such process. Inevitably, evaluation affects students in the way they respond to and in the class. The higher the score is, the more motivated the student is and this is something that teachers cannot control and avoid.

A similar position about evaluation's effects come from Ames & Ames (1984). They state that the way the process of evaluation is given in the classroom can affect the student's motivation. Evaluation practices include standard, criteria, and methods, as well as the frequency and the content of evaluation (Epstein, 1988; Mac Iver, 1988). The issue is not exactly what the students think about evaluation but the perception of the meaning of evaluative information (Mac Iver, 1987). Depending on how evaluation is designed, students may be oriented toward different goals and elicit different patterns of motivation.

It is very important the way evaluative instruments are designed. They can make students feel frustrated towards the language or they can make students feel and think the process is worthy. The evaluative instruments must be well-oriented in terms of course goals, teaching methodologies, and approaches to teaching used in classes as they indicate what the students learned, how they learned, and the purpose of what they learned. These instruments

and the process cannot look at opposite sites or go in different directions since the students will be the only affected here.

In other words, teachers should not evaluate their students in the following forms:

- Using evaluative instruments that do not correspond to the course material.
- Assign activities that do not have a clear learning objective.
- The purpose of the task is not related to the course goals.

Something that all students worry about in every course is grades. Grades are the most common evaluative tools in the classroom, and the target for many students, but a research by Mac Iver (1987) suggests that the actual frequency of grades may be less important than the dispersion of grades in the classroom. In his work, high, but not low, dispersion of grades seemed to be related to perceived ability stratification. In fact, if grades are accompanied by an opportunity to improve, the performance – ability connection is severed (Covington & Omelich, 1984) and efforts become a more salient self-evaluative factor and this should be the real goal of them.

For Lynch (1996) evaluation can make use of assessment instruments (including tests), but it is not limited to such forms of information gathering. It is necessary to include other instruments like mentioned before, for example, the use of unstructured interviews, presentations, written and oral tests, among others. Likewise, assessment instruments (including tests) can be used for purposes other than evaluation, such as to measure individual language acquisition

Lynch (1996) defines evaluation as follows:

“It is a systematic attempt to gather information in order to make judgments or decisions. As such, evaluative information can be both qualitative and quantitative in form, and can be gathered through different methods such as observation or the administration of pencil – and – paper tests” (p. 97).

In conclusion, evaluation can be analyzed in terms of numbers or concepts to get valuable information about the students’ learning process. This information should come from different methods to obtain reliable data and be able to make right decisions.

2.4 ASSESSMENT

Another aspect considered essential to analyse in this work is the assessment process in the class and the types of instruments teachers usually use to assess the students. First assessment is going to be presented, its characteristics, its types, and the purposes of each one. The way the process is assessed could be considered one of the most important variables in the teaching practice which becomes essential in the student’s learning.

Baehr (2010) indicates that assessment is very determinant to succeed in the learning process as it is requiring permanent observation to the student and the teacher is trying to control the process through feedback giving, which may be used or not by the student to correct problems in such learning process.

Another concept of assessment is suggested by Phye (1997) where he refers to the term to something that has been discussed so routinely in recent educational encounters, and deliberations. It seems that everyone knows what assessment is, but such assumption is probably incorrect. Phye (1997) states that there is certainly no standard usage on the term; it is used in so many different ways, in so many different contexts, and for so many different purposes, that it can have many interpretations.

For Phye (1997), there are some definitions for assessment that are very common in today's literature. To some educators, assessment refers to new techniques for gathering information about what students achieve in classes; for example, "portfolio assessment." To others, assessment refers to a new attitude toward gathering information, an attitude that is perhaps kinder and gentler than that represented by standardized testing.

Another concept of assessment comes from Heywood (2000), but for him this term is a relatively new word in the context of general education. Traditionally terms like testing (tests), examining (examinations) and grading (grades) were used. However, early in the 1970's the term assessment came to be generally associated with these activities. Before that, the term assessment seems to have been associated with individuals and it was sometimes specifically associated with judgments about children who had specific learning and / or other needs.

According to Heywood (2000), in recent years, the term has come to be used in higher education in the following ways. First, it is used as a substitute for the term "evaluation" which is not entirely helpful since we often want to evaluate (rather than assess) the reliability and validity of assessments. And this is considered in my opinion one of the most common

mistakes in teaching. Second, it is used in respect of institutions and their mission. It is a measure of the effectiveness with which they achieve their goals. Third, it is used of programmes. Fourth, in this context it also implies the assessment of the staff as they teach. Finally, and most importantly, it is used to describe the assessment of student learning.

All the definitions above about assessment aim to the same point: to obtain information in the teaching learning process that is going to be used to improve teaching and thus help student learn. However, I consider very punctual the way classroom assessment is referred by McTighe & Ferrara (1998) in which it is presented as the technique teachers can use to diagnose strengths and weaknesses in the teaching –learning process.

According to Mctighe & Ferrara (1998) a process should be assessed to verify if the teaching practice is being given in an appropriate way and the students are achieving the expected goals. The way teachers can see that is by assessing student's performance through activities in the class that can reflect positive outcomes after a task. The authors above referring to assessment show it as a very important tool that should be used to gather information about the learning in the classroom. Assessment is considered necessary to be included in the teaching since it would inform what needs to be adjusted and determine how effective the instructions were given and the kind of feedback that should be negotiated in classes.

In other words, teachers cannot leave aside assessment from their teaching practice. The information collected is extremely helpful to plan and adjust instructions in order to make them more effective for the teaching process. The students involved in such process need to be

aware that assessment might help them discover their weaknesses and strengths in the language and through the different tasks assigned by the teacher, the students could see their progress and what they may need to reinforce for improvement.

2.4.1 Types of assessment

In assessment literature there are two widely used terms; summative assessment and formative assessment. Summative assessment refers to any culminating assessment that provides a summary report on the degree of knowledge or proficiency attained at the conclusion of a unit, course or program of study. A final exam, senior exhibition, or dissertation defense are examples of summative assessments (McTighe & Ferrara, 1998).

According to Mc Tighe & Ferrara (1998), summative assessment refers to the moment where teachers make a report on the student's degree of learning compared to the course or unit's goals. This time is really important for teachers because it's the time to see progress in learning and make decisions about the level of competences acquired in the course.

Summative assessment has been used to describe a decision-making process. (Brown, Race & Smith, 1996). This point of view is interpreted as the way how teachers do when evaluating a student. On the other hand, summative assessment, also called as assessment of learning, is the one in which we look back at what students have learned, such as end-of course or end-of-year examinations. The purpose of summative assessment is to create a mark or grade (Baehr, 2010).

It could be interpreted that summative assessment refers to the process in which the teacher analyzes the student's progress and process during the course. The teacher is expected to assign a grade to be included in the report card determining the student's growth in the language. It is said that summative assessment refers to the student's performance level in the learning period and it is considered a very important method for evaluating the learning process.

On the other hand, McTighe & Ferrara, (1998) refer to formative assessment as any ongoing diagnostic assessment that provides information to help teachers adjust instruction and improve student performance. For instance, teachers might ask their students about any particular topic prior to the start of a unit to show what they already know about theme as a mean of obtaining information about students' prior knowledge.

Additionally, they state that formative assessment also can be used during class instruction to verify on students' understandings and misconceptions. Teachers often use brief written and oral quizzes and classroom discussions to determine if students have learned course material and can apply the skills they have been taught. Such activities provide teachers with valuable information that allows them to adjust instruction to improve student learning.

Considering the theory proposed by Mc Tighe & Ferrara (1998), formative assessment can help teachers teach and students learn. Formative assessment can be used to see if the students learnt the topics explained in the way they were presented or if changes have to be made. The way to find that information could be by assigning tasks after the presentation of a new topic and depending on the tasks outcomes, teachers could make conclusions. Also the

same information can be used by the students, so they can check performance and understanding of the topic.

From my experience using formative assessment in classes, it is considered convenient to inform the learning goal of the task to the students, or ask them to identify them, so they know what the purpose of the activity is and what they need to make more emphasis on. After the task has been completed, the students reflect based on the task outcomes and see if the topic has been learnt correctly or if there is anything that needs to be reinforced or explained again.

The word “formative”, which is used as an adjective with assessment or evaluation, has commonly been used to describe an improvement process while the word summative has been used to describe a decision-making process (Brown, Race & Smith, 1996). In other words, formative refers to progress information and summative to a final decision.

According to Baehr (2010) formative assessment is the assessment that is done before and during teaching to inform instruction. Formative assessment includes things like teacher-student conferences, listening in on student book discussions, taking records of children’s oral reading, examining students’ writing pieces, and so forth.

Shermis & Di Vesta (2011) also agrees that there are two different kinds of assessment or two different ways of gathering information about students. Formative refers to the interpretation of data that are useful for improving instruction and learning (thus the phrase, “assessment for learning”). This means that assessment for learning is the one students do to

improve learning and the teachers improve instructions. The term summative refers to interpretations of assessment data in terms that represent a summary of student achievement, that is, what students have learned or achieved at a given point in their education (thus the phrase, “assessment of learning”). This means that this assessment of learning is the one students do to verify concepts learnt during the process.

They argue that both ways of assessment can be interpreted differently to serve either of the two purposes-formative or summative. The difference between these two labels does not imply two methods for assessing student learning, but, rather their interpretation. These interpretations go for the decisions about what evidence is to be collected, the reasons for the information to be acquired, and the way the evidence collected is used. In other words, all depends on the intention of the teacher and what he wants to do with the information.

All the definitions above about formative and summative assessment refer to one thing; Information collecting during the teaching and learning process that can be used for two different purposes. It is important to mention that formative assessment refers more to teaching and the inputs that can help the teacher improve his/her instructions methodology and thus the students learning outcomes.

On the other hand, all the authors presented state that summative refers to that information that can be used at the end of a period which will help the teacher to make decisions on what should be changed or improved in a future.

Considering the objectives of this research, it is necessary to bring the concepts of the two types of assessment to have a point of reference at the moment of analyzing the information. They both propose interesting data about the process of assessing the students and will contribute with the answers that are expected to be found. Nevertheless, it is estimated that the information regarding formative assessment would contribute more to the intention of study which is to see how the teacher's practice affects the student's learning and the teaching as well.

2.5 Difference between assessment and evaluation

Referring to the literature of evaluation, authors mention assessment and evaluation as the terms we need to discuss when a process is evaluated. The way a student is assessed and/or evaluated differs a lot considering some factors. For instance: school policies, program's objectives, student's interests, the teachers evaluating procedures, and course goals. Nonetheless, it is said that the more a process is assessed the more success is evidenced in learning. Ongoing assessment of student learning in the classroom is an essential aspect in effective teaching. (McTighe, J. & Ferrara, S, 1998).

Assessment refers to "any systematic basis for making inferences about characteristics of people. Usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better" (Brown, 1983).

For McTighe, & Ferrara (1998) assessment, testing, and evaluation are used in different moments during the teaching process. Nevertheless, their meanings are completely

different from one another. Assessment makes reference to the process of collecting and analyzing information to better understand and describe characteristics of people. Testing is one type of assessment. Tests are usually given with a pen and paper format and taken within established time limits, often with a limited range of acceptable responses.

Assessment is considered the key to success in language teaching and leads to improvement. It is a process in which both the teacher also called “assessor” (person giving feedback) and the student also called “assesse” (performer) must trust the process. Although the assessor gives the feedback to the assessee, the assessee is always in control. The assessee may use the assessor’s feedback for improvement. Although a well-designed assessment process states high quality improvements in a timely manner, any assessment process can lead to some improvement. Assessment is an area in which assessors can start simple and increase the complexity as the process is better implemented (Baehr, 2010).

Although both terms related find answers in students’ learning process, there can be found some differences between evaluation and assessment. Evaluation is for many teachers the process taken or done at the end of a period to make decisions about the student’s learning and in some cases to determine changes in the curriculum, the syllabus, the methodology, and the institutions’ policies.

For Baehr (2010) assessment is the process of gathering information during class instruction to make teaching and learning improve. It is very important the teacher’s perception in classes to help get valuable data that can show how well or bad the teaching process is being carried out and how the learning is being acquired in the students.

Baehr (2010) states some difference between assessment and evaluation: She states that assessment looks at how well the student performs in the classroom and how it could be improved in the future. The assessment process is not focused on the level of quality, but on how to improve the level of quality. Evaluation is the term used to describe the determination of the level of quality.

The author argues that the evaluation process makes emphasis on the current level of quality with no interest in why that level was achieved. Assessment and evaluation both have their purposes, and, if they are used correctly, both can add important and significant value to teaching/learning. Nevertheless, there can be negative effects when the people involved have not agreed whether the process corresponds to evaluation or assessment, or when the assessment methodology gets confused with the evaluation methodology.

Assessment and evaluation have different points of view in some ways. She indicates that although assessment and evaluation have different purposes, they can be done similarly. They both involve specifying criteria to observe in a performance or outcome.

Arter & Ford, (2011) refers to evaluation as the process of analyzing, reflecting upon, and summarizing assessment information, and or making judgments and/or decisions based on the information collected. Evaluation focuses on grades and may reflect classroom work during a period of time. These could include discussion, cooperation, attendance, and verbal ability. This usually involves summative assessment and is recorded as a mark or grade. Assessment is reviewing, collecting, and is generally more formative. It affects change in

teaching practice as well as the reflection on the learning process from the student. It focuses more on student learning and opportunities for practice.

It is important to conclude that the type of evaluative instruments teachers use in the evaluation process does not represent the difference between assessment and evaluation. The same instrument can be used either for evaluation or assessment, the difference lays on the intention or the purpose of the instrument. What the teacher wants to see with the results and what the teacher wants the students to see with the results is the point to analyze.

It could be concluded that evaluation is taken as a process where teachers analyze the information gathered during the process or period of time to make conclusions about the level of learning achievement. Assessment is referred to the methods teachers use to gather that information.

Considering the theory presented above about evaluation and assessment, it is more relevant for this study to work with the concepts of assessment as the nature of this research work refers more to the events that can be perceived in a class and how the teacher assesses the students in terms of the students' competences in English.

2.6 Assessing competences

When it comes to assessing FL students' language proficiency, it is important to recall Bachman (1990) when he proposes that when competences are assessed, performance is assessed. For this reason, assessment needs to be constructed in a way in which the students

could have the opportunities to demonstrate what they know and can do with the language. On the other hand, it is always present the position that the primary function of tests is to require information about the student's language ability. According to him, language assessment also needs to be constructed in a way that they can show in detail different level of performance. In other words, when competences are assessed it is important to focus on the validity of the assessment and the reliability of the outcome of the performance

When it comes to validity, "from a measurement perspective, it refers to the agreement between the test score and the quality it is expected to measure" (Kaplan & Saccuzo, 2012, p. 135). In other words, validity is concerned to the relationship between what the test score measures, how well it does it and the information that can be inferred from that.

When it is referred to reliability, it means to how the scores are awarded and if the process of awarding grades is pertinent or adequate. Reliability is also concerned with the consistency of the material that is assessed. When teachers assess communicative competences there should be a relationship between the scores and the ability they have to perform accordingly. Kunnan (2000) states that validity and reliability are defined by fairness. If assessment is fair, then the information obtained would be useful, meaningful, and reasonable. The definitions above about the importance of the validity and reliability of assessment are determinant for this study and these concepts will be taken into account for the conclusions of the research.

Paltridge (1992) states that a good model of test is the one able to measure how well or bad students perform in real life tasks or classroom activities. For this reason, the tests should

be criterion-referenced and have a high level of 1) content validity, 2) construct validity and 3) predictive validity in terms of these criteria. According to Paltridge (1992), communicative testing should be validated in the kind of language it is aiming to measure (content validity), it should reflect a prediction of how the language could be used in the future (construct validity), and it should demonstrate that it is a vital predictor of future success in the language domain the test aims to assess (predictive validity). The design of a format to control assessment in the class seeks the input on productive skills to attempt to meet these standards through the use of constructed tests and observation instruments. (See appendices 1, 2, and 2a)

2.7 The effect of feedback on learning

Feedback is considered an essential aspect in class instructions. However, giving feedback is taken as something delicate to do as in most cases it affects students' performance, personality, and the learning itself. There is extensive literature about how feedback affects the students' performance in class providing knowledge of results and other forms of feedback on the evaluative tasks performed by the students. Factors involved include the nature and extent of the feedback, its timing, its value in relation to the student's existing level of performance and its relationship to the summative functions of evaluation (Crooks, 1988).

Black and William (1998) and Kluger and DeNisi (1996) have studied considerably about the impact of feedback on the learning process. It has been demonstrated that feedback really helps the student learn. Although Kluger and DeNisi found that one third of 607 effect sizes were negative. The authors were able to explain some of the variation in study findings using a theoretical hierarchy linked to the motivation literature that distinguished between

task-oriented feedback, which tended to enhance learning, and self-oriented evaluation, which was more likely to be ineffective or debilitating.

Feedback given as part of formative assessment, or in other words, the one given during class instruction, helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal (Ramaprasad, 1983; Sadler, 1989). Nevertheless, some actions of feedback in classes really show a useless activity as some students do not follow the instructions and consider this as a way of embarrassing them in front of the class.

The most helpful type of feedback on tests and homework provides specific comments about errors and specific suggestions for improvement and encourages students to focus their attention thoughtfully on the task rather than on simply getting the right answer (Bangert-Drowns, Kulick, & Morgan, 1991; Elawar & Corno, 1985). This type of feedback may be particularly helpful to lower achieving students because it emphasizes that students can improve as a result of effort rather than be doomed to low achievement due to some presumed lack of innate ability.

2.8 Functions and forms of feedback

When students hear the word feedback the first thing that comes to their minds is the correcting process after exams. Therefore the stigma around the word feedback is when teachers give the correct answer when students make a mistake. Nevertheless, Kulhavy (1977)

reported that feedback acts to confirm correct answers, thus helping the students to “know what they know”.

It is believed that there is very little evidence to confirm if the way feedback given on correct answers really works on future performance, except perhaps in the special case where the student has grave doubts about the correctness of the initial answer. This is likely what happens in most cases in classes where students just receive the correct answer without knowing the origin of the problem. It is very possible that the mistake is due to lack of knowledge rather than any other reason for instance personality problems.

The biggest benefit from feedback reported by Kulhavy is the identification of errors of knowledge and understanding, and assistance with correcting those errors. As a teacher is our duty to let the student know when he makes a mistake and students need to know the dimension of it in the language and the relevance of its correctness. In most studies, such feedback clearly improved subsequent performance on similar questions. He states that feedback on incorrect responses has been shown to be most effective where the initial was made with high confidence, probably because the students attend more to the feedback in such cases (due to the element of surprise and the initial desire to defend the correctness of the response). This clearly demonstrates that feedback given at initial points might have better results than feedback given when the mistake has been rooted due to lack of corrections.

For Crooks (1988) the most effective form of feedback will depend on the correctness of the answer, the student's degree of confidence in the answer, and the nature of the task. It is important the role or position of the student at the moment of making the mistake. If the

answer is correct, simply confirmation of its correctness is sufficient. If the question was factual and the answer is incorrect, the teacher just needs to give the correct answer and not an explanation. For instance: the past tense of an irregular verb (Phye, 1997).

2.9 Assessing, testing, and teaching

A test is the instrument teachers use to measure the learning process in a period of time. Tests can be oral and written and they both have different goals. In evaluation it is considered the most common procedure used in classes to get a grade and its effectiveness related to factual data is a point of discussion in many institutions. Tests can have different features that might be negotiated with the students at the moment of imparting the rules, usually at the beginning of a period or could be taken into account at the moment of designing the course. The result of this process should be informed to the students so they can be familiarized with the teacher's style of evaluating.

For Brown (2000) the first thing to do when exploring the classroom is to understand what assessment and a test are and how they differ from one another. You might be tempted to think of them as synonymous terms, but they are not. He defines a test as an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always given in a paper-pencil format with some limit time to answer and show progress in learning. Tests can be useful devices among other procedures and tasks designed to assess students.

Brown (2000) states that assessment encompasses a much wider domain than tests. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of a student's performance. Written work – from jotted down phrase to formal essays to journals – is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher then assesses. A good teacher never ceases to assess students, whether those assessments are incidental or intended.

He believes that a teacher must involve assessment every time he teaches something, as the students must feel free to make mistakes and see how the learning takes place in their process. That information will help the teacher take correctives in his teaching and improve what is giving results to make of the process a successful one.

Brown (2000) also indicated that most informal assessment is what testing experts call formative evaluation: assessing students in the process of forming their competences and skills in order to help them continue that growth process. Formative assessment often implies the observation of the process of learning, as opposed to the product. Our success as teachers is greatly dependent on constant informal assessment, for it gives learners information about how they are progressing towards goals and what the next step in the learning process might be.

He, on the other hand suggested that formal assessments are exercises or experiences specifically designed to tap into storehouse of skills and knowledge, usually within a relatively short time limit. They are systematic, planned sampling techniques constructed to give

teachers and student an appraisal of student achievement. Such assessments are sometimes, but not always, summative as they occur at the end of a lesson, unit, or course and therefore attempt to measure, or summarize, what a student has grasped. By nature, such assessments tend to focus on products of learning: objectively observable performance that may be evaluated somewhat independent of the process that a student has traversed to reach the end product.

2.10 Toward tests of communicative competence

Savignon (1983) states that referring to tests designed for evaluating communicative competences there are some terms that are related to that. The terms *integrative* and *global* are terms that are used to presumably involve the use of communicative language. On the contrary, the term *discrete-point* is the test in which isolated structural features are involved. It is suggested to give a more precise meaning of integrative, global, and discrete-point with some examples.

2.10.1 Discrete-point Versus Integrative testing

According to Savignon (1983), the term discrete indicates *separate* or *distinct* and has been used to describe two different aspects of language tests. Content or task and mode and scoring of response.

A discrete-point task refers to the test that focuses on isolated points of language. It goes with phonology, morphology, syntax, and lexicon features. This type of testing includes

only one channel (written or oral) and one direction (receptive or productive). They test separate skills, speaking, listening, writing, and reading. Nevertheless, it is difficult to achieve as a speaking test might require the stimulus of a listening, reading, or writing comprehension. The content of this type of test is very restricted to a sentence or phrase. “Learners are told to focus on form rather than on meaning” (Valette, 1977, p 8).

In the following example, the task is discrete-point although the context is of a conversation.

“Imagine you are sitting in a Paris café and are overhearing snatches of conversations. Can you tell whether the speaker is using present or past? Listen carefully to the verbs. If it is in present, mark A, if it is in past mark B” (p. 250).

On the other hand, the integrative task is focused on meaning. Check the following example:

Mary heard the ice cream truck coming down the street. She remembered her birthday money and ran into the house. Answer the following based on the story.

1. Mary is a little girl
2. Mary wants some ice cream
3. Mary goes into the house to get money

It is said that a global response mode may be evaluated either *discretely*, which implies to the teacher looks for different linguistic features or *globally*, which means that the teacher assigns an overall rate based of combining features, such as effectiveness, appropriateness, coherence, comprehensibility, fluency, etc. Examples of a global response mode could be an

oral interview, a summary of a written or oral text, or a dictation. In practice a combination of these methods is often used (Savignon, 1983).

2.10.2 Three integrative tests.

It is said that the best way to determine the effectiveness of a communicative competence test is through real life situations. If a student is evaluated in a restaurant and he orders pizza and receives pasta is because something is amiss. Cohen (1980) describes three integrative tests used to estimate language ability that are becoming popular in classroom testing. They are cloze, dictation, and a dialogue.

Cloze is referred to type of test that tries to measure the intelligibility or readability of a text. (Taylor, 1953). “Presumably a high score on a cloze test indicates a low level of uncertainty on the part of the reader about the interpretation of the text. On the other hand, a low score on the test indicates a high degree of uncertainty about overall meaning” (p. 257).

Dictation. It has not been new to teachers to use dictation in the class. The standard procedure is to read the entire text, using a moderate speed and an appropriate tone of voice. It is also important to give learners time to analyze and write what they hear. There are some parameters that need to be considered. For instance: difficulty of the oral or written text; length of word groups, on the second reading; and scoring procedure.

For the oral interview or dialogue, Ilyin (1976) proposed an oral interview technique based on a picture format. The teacher uses the format to ask the student about the activities

they see in a chronological order. It is a grammar-based task as the teacher asks about what they *are doing, were doing, do, did, or will do next*. It is considered a discrete-point test where grammar structures are elicited and communicative intents are not evidenced.

In all the theory presented in this research work, it is intended to find answers and understand some concepts about the process of assessment in the classroom, as well as English competences, which are part of the teaching and learning process. I hope the information presented could contribute to the understanding of the topic and to this research. The next chapter in this research is referred to the methodology. There will be some concepts about the types of methodology used in research and all the information related to the type used in this study.

3. METHODOLOGY

Scientists have discussed about the term research in recent studies and the different connotations this could mean and there is a general definition that could apply in any area. For the social scientist or researcher in applied fields, research is a process of trying to gain better understanding of the complexities of human experience and, in some genres of research, to take action based on that understanding. Though systematic and sometimes collaborative strategies, the researcher gathers information about actions and interactions, reflects on their meaning, arrives at and evaluates conclusions, and eventually puts forward an interpretation, most frequently in written form (Marshall & Rossman, 1999).

For Mendez (1988) methodology is one of the most important sections in any research work as it tries to denote how the document is written, how the information is gathered, how the results are taken, and how the information is analysed. All this is based on the objectives of the research and it could be classified in various ways; however, one of the most common distinctions is between qualitative and quantitative research methods.

It is said that the qualitative method looks for data that is obtained through the analysis of gathered information. It is more intended to search for abstract things, or in other words, things that cannot be measured. Qualitative methods are often used in evaluations because they tell the program's story by capturing and communicating the participants' stories. Evaluation case studies have all the elements of a good story. They tell what happened, when, to whom, and with what consequences. Qualitative findings in evaluation illuminate the

people behind the numbers and put faces on the statistics, not to make hearts bleed, though that may occur, but to deepen understanding (Paton, 2002).

Some differences between qualitative and quantitative research will be presented in the following section trying to clarify these concepts and determine the type of research method that best applies in this research study. The simplest way to distinguish between qualitative and quantitative may be to say that qualitative methods involve a researcher describing kinds of characteristics of people and events without comparing events in terms of measurements or amounts. Quantitative methods, on the other hand, focus attention on measurements and amounts (more and less, larger and smaller, often and seldom, similar and different) of the characteristics displayed by the people and events that the researcher studies (Murray, 2003).

He states that this simple definition does not say much of what the topic really implies, so he mentions other definitions with greater details. As such,

For Murray (2003) Qualitative research is multimethod in focus in which an interpretive, naturalistic approach to its subject matter is involved. In other words, qualitative researchers study things in their natural settings, attempting to make sense of, interpret phenomena in terms of meanings people bring to them. Qualitative research integrate the studied use and collection of a variety or empirical materials-case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic issues of a group of people.

From another position, for Anderson (2006), Qualitative Research refers to how the information is collected, analyzed, and interpreted by observing what people do and say. Whereas, quantitative research refers to counts and measures of things, qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. Qualitative research is much more subjective than quantitative research and uses very different methods of collecting information, mainly individual, in-depth interviews and focus groups. The nature of this type of research is exploratory and open-ended.

Anderson (2006) also indicates that basically, quantitative research is objective; qualitative is subjective. Quantitative research seeks explanatory laws; qualitative research aims at in-depth description. Qualitative research measures what it assumes to be a static reality in hopes of developing universal laws. Qualitative research is an exploration of what is assumed to be a dynamic reality. It does not claim that what is discovered in the process is universal, and thus, replicable. In general, qualitative research generates rich, detailed and valid (process) data that contribute to in-depth understanding of the context.

In this way Myers (2009) defined qualitative research in the following way:

“Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Examples of qualitative research methods are action research, case study research and ethnography. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher’s impressions and reactions” p 67.

He also stated that qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live.

Seliger and Shohamy (1989) indicated that the ultimate goal for qualitative research is to discover phenomena involved from the perspective of the participants in the activity. Researchers need to be participant observers in anything they are describing. They also stated that qualitative research appears to be more appropriate for describing the social context of second language. And we can use it to analyze the behaviour, attitudes and motivation and the analysis of the results is much more subjective.

In qualitative inquiry, initial curiosities for research often come from real-world observation, emerging from the interplay of the researcher's direct experience, tacit theories, political commitments, interests in practice, and growing scholarly interests. At other times, the topic of interest derives from theoretical traditions and their attendant empirical research (Marshall & Rossman, 1999).

For them, beginning researchers should examine reviews of literature found in journals specifically committed to publishing extensive review articles, peruse policy – oriented publications to learn about current or emerging issues in their fields, and talk with experts for their judgments about crucial issues. They might also reflect on the intersection of their personal, professional, and political interests to ascertain what particular topics or issues capture their imagination.

All the definitions above show the importance of analysing the theories about two types of research necessary to carry out a research work. As it has been described, quantitative research implies to measure the information in terms of numbers to obtain answers. Different forms to collect, organize, and analyze the information are used to find these answers and evidence the results. Taking into account the concepts presented above, this type of research method is not convenient to be used in this study because of the way the information will be analyzed.

As a result of this analysis, it has been concluded that the type of research method that best applies for this study is the qualitative one. This method is likely to be the most relevant to be used as it would help me understand the characteristics of the object study who is in this case the professor and the way assesses his students in this class.

3.1 Approaches in qualitative research

In qualitative research there are some approaches that are considered essential to mention. These approaches will show a path to follow according to the quality of the study, the method to analyze the information, the role of the researcher and the purpose of the research. These approaches are ethnology, narrative, phenomenology, grounded theory, and case study. Due to the nature of this study, it is best recommended to use case study which will be defined as follows

3.1.1 Case study

The case study is one of the many ways people can conduct social science research. Other ways include experiments, surveys, histories, and the analysis of archival information. In general, case studies are the preferred strategy when “how” or “why” questions are being posed, when the investigator has little control over events, and when the focus on a contemporary phenomenon within some real-life context. As a research strategy, the case study is used in many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena (Yin, 2003).

According to Yin (2003), the distinctive need for case study arises out of the desire to understand complex social phenomena. In brief, the case study method allows investigators to retain the holistic and meaningful characteristics of real life events-such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries.

“The case study is used where the investigator is interested in describing some aspect of the second language performance or development of one or more subjects as individuals, because it is believed that individual performance will be more revealing than studying large groups of subjects” (Seliger and Shohamy 1989: p 125).

3.2 Data collection techniques

In this section, the techniques and instruments chosen to gather the information for this research will be described. Collecting the data is an important part in any research. It is selected considering their great importance and usefulness in order to arrive at specific findings and conclusions.

Seliger and Shohamy (1989) stated: “In collecting the data it is important to use procedures which elicit high quality data, since the quality of any research study depends largely on the quality of the data collected, and the quality is directly related to the data collection procedures” (pp 153). In other words, the quality of the information collected depends on the mastery of the procedures used to carry out the data collection. When it comes to data definition, they state that data are raw information since it is taken without any specific goal.

For Fraenkel and Wallen (2000) Data refer to information and evidence collected in a very specific way. When you talk about it you make reference to numbers, narrations, spoken and visual. Data in the qualitative research is considered in a very different way from the quantitative approach. Qualitative data is collected over a period of time, in a natural setting without trying to control the events.

Mertens (1998) established the following criteria for selecting the instruments:

1. Identify the purpose and format of the construct as conceptualized by the author.
2. Identify your purpose in collecting data.

3. Identify the constructs and variables the instrument measures
4. Examine the validity and reliability information of the instruments.
5. Examine the conditions for instrument administration, scoring, and interpretation.
6. Does the instrument satisfy concerns about language and culture in terms of.
7. Avoiding bias on the basis of gender, race and ethnicity, and disability?
8. Synthesize the above information and decide if this will be a valid and reliable instrument for your study.

The most common data collection techniques for a qualitative research are: diaries, interviews, class observation and questionnaires. For this research, class observations, interviews, and test revision were carried out .

3.2.1. Observation

As teachers, we should observe our students' behaviour as naturally as possible, especially inside the classroom. Their faces express their feelings and we can “read” them in order to infer how they perceive the teaching process. We can use all this information in order to reflect about what is happening with them.

To carry out all the data collected in this process, it was necessary to categorize the information into the different events that were observed during the class time. This strategy was used to organize the information and be able to take reliable and valuable details that will help find answers to respond to the question of this research. After processing all the information, it might be concluded that many details in the categorization chart would not

contribute to the development of this research. Consequently, only the categories about how the process is assessed and everything related to it will be the ones taken into account to be analyzed. In the transcription document, T relates to the information from the teacher and S the information coming from the student.

Wajnryb (1992) states that when teachers develop observation skills they get to understand better their teaching practice. Additionally, teachers refine their ability to observe, analyse, and interpret their teaching practice in order to improve it.

According to Genesee and Upshur (1996) observation is basic to assessing human skills, behaviors, and attitudes under specific circumstances. The observation also provides a basis for understanding what is happening and for making decisions about what should follow. It is believed that carrying out an observation process implies having determined the focus of the research. It means that this could be either focusing on the students' behaviour in the class or the teachers practice. In this observation process, the attention is focused on the teacher to determine how he carries out assessment in the class, what he does to assess the students, if he gives feedback and how he uses it to improve learning. It is also focused on the students to see how they behave in terms of response to the class, how much they participate, the quality of performance in the class, if they are paying attention, if they do homework or bring the materials.

To collect the information for this research the researcher did not use any format in particular. The information obtained was through direct observation and by recording the class, so it was considered relevant to tape record for more evidence. In order to have more

reliable data, it is said the observer should be out of the students' area to make them feel comfortable. So, the teacher sat at the back side of the class where his presence was not visible for the students although it could be said that the students did not feel comfortable with the observer's presence at the beginning, but after some time they seemed to feel more relaxed.

The objective of this method was to see and evidence directly from the students how the evaluation process is carried out in the class. It is relevant for this study to confirm the principles the teacher has for assessing his students, the method he uses for evaluating, the instruments he uses the most and the English competences he makes emphasis on the most to be developed by the students in class. It is important for the researcher to confirm the response of the students to the different activities proposed by the teacher and its effectiveness in learning. After completing the observation sessions, the information was transcribed and categorized in different aspects that were evidenced during the class time. Four observations were carried out and they were given to two different groups from level 1. Check the following chart.

Observation	Date	Hours observed	Topic
1	October 1/2013	2 hours	Quiz feedback – class activity page 9
2	October 3/2013	2 hours	Class activity
3	October 11 /2013	2 hours	Class activity
4	October 16/2013	4 hours	Quiz / class
TOTAL		10 Hours	

Chart 1. Observation' s dates.

As it was mentioned before, the number of hours per semester is 64 and the total of hours observed were 10. This means that more than 10 percent of the teaching time was observed. The activities observed in this period can help us see how the evaluation process takes place in this

course as there is a little of everything that has to be taken into account when evaluating a process is under study. On the other hand, it is necessary to mention that finding a teacher able to cooperate was a difficult aspect, as they were reluctant to the idea of been observed. Many of them argued they felt threatened by the possible results. They considered a class observation a way of evaluating their performance. To follow the information obtained during the observation in a better way, it is going to be presented per day.

3.2.2 Interviews

With this technique, the objective is to determine important aspects from the students and their perception about the assessment process in the classroom. After gathering the information in both sections, the data will be analyzed towards the objectives of this research and find answers.

With interviews, we can capture the students' perceptions, opinions, and beliefs about the teaching-learning process that occurs in the classroom. Genesee and Upshur (1996) stated about questionnaires and interviews:

“...Before instruction, questionnaires and interviews can be used with students (or their parents, in the case of young learners) to collect information about input factors that might influence instructional planning, including, for example, information about incoming students' social, cultural, and personal backgrounds, their previous educational and language experiences (including literacy), their current language skills (...), their second language needs and goals, and so on” (p. 63).

In this project, students answered an interview, which was created with the intention of gathering information related to this research. The interview was given to the students seeking to hear students' perception about the evaluation process during the course and to confirm in a very simple way aspects of the evaluation and assessment process mentioned in the theoretical framework and which are considered relevant to be studied in this research.

The interviews were given to three students and they all were interviewed one after the other on the same day and it was before starting the class. Each interview took about 5 minutes and they were all asked the same questions. In order to organize the information, the answers given were transcribed in a format to get a more accurate analysis. In the transcription document, *I* refers to the information coming from the interviewer and *S* the information coming from the student. See appendix on pages 138-145.

The questions of the interview were designed to obtain relevant information that could contribute to this research. The first questions attempt to confirm if the evaluation and assessment processes considered relevant and mentioned in the theoretical framework were involved in the class and if the students could give evidence of their English competences.

In the last question, the students were asked an easy question to confirm knowledge of the language. As the observation of this research happened in October, which is almost at the end of the semester, it is expected the students would have learnt some basic topics. The intention was basically to see how the students responded to these questions spontaneously and confirm if these concepts had been learnt accordingly.

In the same way there was an interview to the students, there was an interview to the teacher. It is considered important to know what the teacher looks when he evaluates. It is also pertinent to know his preferences when he designs a test and evaluates his students.

3.3.3 Document analysis: Written artifacts

In addition to the collection instruments above mentioned, some tests given during the observation period were taken for analysis as evidence of the evaluation process. These written artifacts are analyzed in order to check some aspects like the types of questions the teacher tend to use the most and their implications in developing communicative competences.

The teacher provided the researcher with three tests he usually uses in his classes, but during the data collection period, only two tests were applied to the students. It is important to mention that there were not any oral tests in this time. These two tests are going to be analyzed and the information obtained from this analysis should indicate what is mainly evaluated and the competences the students are expected to demonstrate.

The analysis consists on taking a test and start analyzing the question types in each section of the test. This exercise would show the types of competences the teacher tries to measure and its implications. See the test analysis format on pages 154-158.

4. Research instruments results

The result analysis of this research is based on the analysis of the following data collecting instruments: observation, interviews, and written artifacts. First, observation will be analyzed taking into account the information found per observation. Second, the interviews will be presented indicating what the students said individually and important aspects that could contribute to the study, and third, the analysis of written artifacts, which will help us see that the teacher tries to evaluate in his classes.

4.1 Observations

After tape recording the teacher in the class, the information is organized per observation, which means that the findings obtained per observation will be analyzed separately for a more objective result. This methodology would help us see more carefully what processes related to evaluation are evidenced the most during the class giving a lot of significance to this study.

The last instrument for analysis corresponds to the study of some written artifacts during the semester (quizzes) that can evidence the evaluation style and preferences the teacher has. Here we will find answers that will permit us identify the types of questions the teacher tends to use to evaluate his students and therefore the competences these questions evaluate with their implications in learning.

Observation 1

During this observation, the teacher gave the results of a test previously applied and begins the class talking about it. He also had some time to introduce a new topic in an apparently normal way. In this moment there were some categories that were predominant and relevant for this study, for instance: Feedback, introducing new material, use of L1, and formative assessment.

Feedback

This is one of the events that is most evidenced in this observation, which is related in some way to the field of study in this research work. Considering the fact that during the observation there were two tests, it is appropriate to mention that this seems to be the only source of grades from the professor.

Here you can find examples of the teacher giving feedback to the students. In this moment the professor provides the correct answer to the students, but it is observed that the teacher does not offer an explanation for the questions.

The teacher gives feedback

T: Haciendo los ajustes necesarios. OK la primera dice; yes the English class is at six p.m. entonces el is lo colocan de primero y el resto lo dejan igual. Entonces seria. Is the English class at 6 p.m.? sin agregar mas nada. (Obs.1, turno 15)

T: Incluso aqui dice the english class y hay gente que ponía the class english... ¿Por qué me cambias eso? The english class.. entonces Is the English class at 6 p.m.?. Esa era la pregunta. (Obs. 1, turn 16)

In these examples, the teacher focuses his attention on giving the correct answer, but he does not offer an explanation to the students.

T: En la cuarta, lo mismo; No, the house is not yellow. Lo mismo, is va adelante y el resto igual. Is the house yellow? Eso era lo que tenía que preguntar. Hay estructuras que todavía no hemos dado, por eso les coloque la estructura de esa manera.(Obs. 1, turn 17)

Here you can find another example of the same kind, where the teacher focuses his attention on giving the correct answer, but there is not any further explanation about the topic that is being evaluated.

T: La quinta; (¿?) ahí había que ajustar. Ahí había además que invertir, cierto, el verbo TO BE viene primero en esa parte. Are their names. La pregunta tiene elementos de información. Entonces había que preguntar cuales, cuáles son sus nombres. What are their names? Esa era la pregunta. El profesor escribe en el tablero. (Obs.1, turn 18)

T: La respuesta es yes, I am cold. Entonces la respuesta es de YO. Luego la pregunta es are you cold? Así de sencillo.

T: Y la última. His telephone number is 30078.. bueno lo que está ahí. Lo mismo; is y todo lo que está ahí. Pero ahí un número de teléfono entonces la pregunta es Cual es su

número de teléfono. What is his telephone number? Eso era lo que habia que hacer.
(Obs.1, turn 21 - 22)

T: En el punto 6 contestar en la forma correcta el verbo TO BE y las expresiones que están ahí. Son; cold, thirsty, hungry y afraid. La nueve quedaba, They are hungry, con el verbo TO BE, la 10, he is afraid, la 11, they are cold, y la 12 she is thirsty. Asi debería quedar.

T: Bueno el último punto de los pronombres personales y adjetivos posesivos, entonces, Your car is very nice, I like its color. Its, estamos hablando del carro. Del posesivo del carro. Es I, te(T), ese (S). its. La quince Carlo and Mary are my friends. They are from Colombia. Their parents are from Colombia, too. Es el posesivo de ellos. La 21. Is that your car?. No, it's not my car. Es ese tu carro. No ese no es mi carro. La 22. (¿?) ella trabajo es interesante. NO es tu trabajo, ahí dice ella. Porque she significa ella. Her job is interesting. (Obs.1, turns 24 - 25)

All these examples evidence that once again the teacher shows interest in providing the correct answer, but there is not any explanation about the topic. Also it is perceived an intense usage of L1 during the feedback process.

In the process of giving feedback, it is evidenced that the teacher cares about how the students should answer the questions correctly rather than understanding and using the language communicatively. It is perceived that the teacher trains the students how to answer mechanically probably without focusing on meaning.

T: Buenos les parece bien si el quiz lo hacemos dentro de 8 días y no el viernes, pero con el compromiso de que estudian. Yo puedo esperar. En realidad quiero que les vaya bien, sobretodo en este punto. Les estoy dando la clave. En el quiz es algo muy mecánico (Obs. 1, turn 37).

The communication between professor and the students was in Spanish all the time and if there was a moment when the professor used English he translated immediately to L1. This strategy makes us believe that the primary goal of the instructor seems to be to reinforce the students with the grammar and nothing else.

The type of feedback given after the tests evidences a particular interest in having the students get the correct answer instead of giving an explanation about the origin of the problem. The intense use of Spanish in the class might respond to a need of making the students know the grammar rules and thus the correct answer. It is likely that the professor's concern is to master grammatical competences as the teacher is always seeking to reinforce the structure of a sentence.

Introducing new material

Although the study of this research work is mainly based on the process of assessment, one important aspect is the way the teacher introduces new material and promotes the development of the English competences in the class. The presence of L1 is evidenced during most of the class instruction. Check the examples:

T: El ultimo que es el que me interesa, (¿?) la otra es Windows, como suena? Windows, asi como el programa de computador. Tu que Windows tienes,..cuando la palabra termina con sonidos similares a la S, además de algunos agregarle la S hay que pronunciarla. Por ejemplo; bus, el plural es buses. Deben leerlo como está escrito. Incluso así como esta en español. (Obs 1, turn 46).

T: Y la forma plural es watches., asi como si dijera watche,. Ese man en un watche.... Watches. Entonces miremos las palabras que están en la primera sección. Sentences, exercises, watches, (Obs 1, turn 40)

T: Yo les explicaba y no sé si a ustedes, que en Ingles y en español también, Lo que pasa es que uno es muy mal hablado con algunos idiomas, hay unos elementos que no pueden funcionar y no tienen dos cavidades. Unas gafas se escriben dos espacios, uno para cada ojo. Lo mismo para pantalón porque es una bota y es una para cada pierna. El short o shortes, son dos elementos que cruzados hacen una función. Uno solo no funciona como tal. Siempre se dice glasses, para

It is seen that the teacher's tendency to introduce new material is using L1. It seems that the class does not have an English communicative approach, but an emphasis based on the construction of new isolated sentences and trying to incorporate new vocabulary.

Use of L1

Due to the nature of one of the objectives of this study which is to try to find answers about the competences the teacher evaluates, it is relevant to analyze the language used during class instructions. All the information presented in this chapter shows the extra limited use of L1 during the observation. It is clearly evidenced that the teaching method the teacher likes to use is the translation method as most of the class is in Spanish and when he uses English he translates immediately. Check the examples:

T: Bueno en la página..... Page 9. Yeah, thank you very much, let's look at section 4. Miremos a la sección 4. Ahí tienen una clasificación de cómo se pronuncian los sonidos de los plurales en inglés. (Obs 1, turn 41)

Here there is another example of the teacher translating.

T: El otro. These are apples. Ahora vamos a cambiarlos a singular. El singular de este es this, el singular de este es is, ahora sí debe aparecer una de estas dos palabras; an por que la palabra que sigue esta con vocal. This is an apple. La frase dice; this is a thief. La palabra thief significa ladrón. Entonces vamos a pluralizar. El plural de este es these, el de este es are, el de este; NO TIENE. Y el plural, (Obs 1, turn 40)

The teacher uses most of the time L1 during the class time, but this is a short example of the language used.

T: La 23. Excuse me, are you Carlos and Pedro? No we aren't. They are over there. Ahi dice. Ustedes son Carlos y Pedro? No, nosotros no somos. Ellos están por allá. Y la 24. That is my brother. Estamos hablando de mi hermano, cierto? He is married. Luego viene la esposa de quien. De él, Cual es el posesivo de el? (Obs. 1, turno 26)

T: En la otra es una persona que pregunta y la otra responde. Para que la respuesta sea mi lapicero, no puedo preguntar mi lapicero, sino tu lapicero. (¿?) entonces te dice where is your pen? Donde está tu lapicero. Mi lapicero está en el piso. My pen is on the floor. (Obs.1, turno 30)

T: Reloj, Como se dice reloj, how do you say reloj? (Obs 1, turn 47)

The teacher provides some tips to use to reinforce but he does not offer any material

T: Ustedes deben hacer los ajustes necesarios. Esos ajustes son las preguntas de cómo, cuándo, cual, etc, o cuando la respuesta es con el pronombre Yo y la pregunta es con el pronombre TU. Por ejemplo. Si yo dijera algo donde la respuesta es; my pen is on the floor. The floor es piso. Entonces dice mi lapicero está en el piso. The pronounciation is floor, Floor. Entonces ya saben. El verbo TO BE va de primero. Y después escribe lo que está acá. Escribiendo en el tablero. Haga los ajustes que usted cree que debe hacer. (Obs. 1, turno 29)

Formative assessment

Another aspect observed during the observation is how the teacher assessed his students. After introducing the material in L1, he started asking the students questions to check pronunciation, which according to the theory presented in this work, this activity or strategy from the teacher could be considered as formative assessment. Check the examples:

T: Entonces, cuales son eso sonidos parecidos a la S. La misma S, ch, sh,y x, también contienen este sonido. La palabra box, boxes. (Obs 1, turn 49)

T: Watches, suena clarito. Laura?(Obs 1, turn 50)

T: Hebert? Exercises (Obs 1, turn 51)

T: Claudia; sentences, exercises, watches (Obs 1, turn 52)

S: La estudiante repite: Sentences, exercises, watches (Obs 1, turn 53)

T: El profesor va de estudiante en estudiante pidiendo la repetición de estas tres palabras. (Obs 1, turn 54)

T: Any questions. Ok continuemos. Let's continue. What's that. El profesor señala el abanico. Los estudiantes responden. It's a fan. (Obs 1, turn 55)

Although the teacher does not use L2 much in class, a positive aspect for this is that he tries to verify if the students learnt the sound of these words. This practice should be in all classes as assessing the students formatively helps the participants in the teaching – learning process to be aware of the process. Something that is not seen during this observation is the promotion of developing communicative competences. The practice given in classes shows isolated processes that usually do not contribute at all with learning how to communicate in English.

Observation 2

During this observation there was an incident with the tape recording and there was not much material recorded. Nevertheless the information obtained indicates what happened in general with the class. The most predominant categories that are related to this study were: Translating, using L1, introducing new material, and formative assessment.

Translating

Once again the teacher shows his preference when it comes to teaching methods. There is great tendency to translate everything he says in the classroom and the students apparently liked the strategy. Check the example:

T: Where are the sunglasses? Que dice aquí? (Obs 2, turn 2)

S: La mayoría de los estudiantes dicen en coro.....Donde están las gafas? (Obs 2, turn 3)

T: Where are the keys?

T: Donde están las llaves? Laura?

It is said that the more you translate in the class the less the students develop English communicative competences.

Introducing new material

The teacher begins a new lesson and starts the class with using the textbook.

T: el profesor se dispone a leer un dialogo del texto. (Obs 2, turn 6)

T: Where are your car keys? Are they in your purse? El profesor lee un dialogo del texto muy lentamente. (Obs 2, turn 7).

T: Bueno. Pagina 11 todos.....listo? Vamos a trabajar hoy las preguntas con this y that. Para hacer estas preguntas es muy fácil, solo debes cambiar el orden. Si digo this is a pen..... entonces cual es la pregunta? is this a pen? Cierto? (Obs 2, turn 12)

T: Si vieron que es fácil. Vamos a hacer otra..... This is a book.... Entonces la pregunta es? Is this a book? (Obs 2, turn 13)

T: Lo mismo pasa con that. Miren... That is a marker.... Como es la pregunta?is that a marker? (Obs 2, turn 17)

In these examples the teacher demonstrates how he usually introduces new material. It is clear that he focuses on the structures and it is not seen how the students could interact meaningfully using this new topic. Once again the teacher shows his tendency to use the translation method for instructing grammar.

Using L1

Another category that was predominant here was the use of L1. Here you see examples.

T: Para hacer estas preguntas es muy fácil, solo debes cambiar el orden. Si digo this is a pen..... entonces cual es la pregunta? (Obs 2, turn 12)

T: Bueno. Vamos a realizar los ejercicios que están en la pagina 11. Ahí deben armar las preguntas exactamente como les mostré ahora. (Obs 2, turn 18)

Here the teacher shows the language he prefers to use during his teaching practice. There is not any evidence of having the students develop communicative competences.

Formative assessment

There are some parts of the class when the teacher assesses his students formatively. What is observed is that he expects the students respond in the same way he has taught. Check the examples:

T: Ahora ustedes..... Si digo this is a notebook..... Cual es la pregunta? Carlos? Si sabes?

T: Bueno. Vamos a realizar los ejercicios que están en la pagina 11. Ahí deben armar las preguntas exactamente como les mostré ahora.

According to the researcher, the teacher never contextualized the material he was introducing. This means that perhaps his main goal is to teach how to form these questions structurally rather than using them in real life situations.

Observation 3

In this observation, there was only one activity during the class time, a written test. It is considered the only instrument the teacher used to get a grade, as it was not evidenced any other activity to get a grade from. There were some categories that were predominant, but some of them do not relate at all with the focus of study. The categories that will be analyzed are: Summative assessment and using L1.

Summative assessment

The teacher gives the students a written test to evaluate the topics taught. He gives instructions about how to answer and tries to make himself clear with that. Check the examples:

T: El profesor entrega los exámenes a cada estudiante. OK el primer punto es con la grabadora, entonces yo les aviso cuando lo vamos a hacer. Y aquí está entonces los puntos que les dije que iban a salir. El tres cambiar de singular a plural o de plural a singular. Hay que mirar bien si ya están en plural o singular. Ustedes ya saben lo que hay que hacer, lo hicimos en el tablero, se practicó, así que espero que no me vengan a preguntar; Profe que hay que hacer aquí, Ya lo vimos acá e hicimos varios ejercicios de varias clases. (Obs 3, turn 6)

T: Tienes que ver si las palabras están en plurales..... la conjugación está en plural (Obs 3, turn 18)

The way the teacher instructs the students shows the mechanical way he expects the students respond the test. It seems to be focused on grammar and not any other competences.

Using L1

Using L1 seems to be a constant practice as it has been repetitive in all the observed classes. The particular interest of the teacher to use L1 in most of the class time shows his preference for instructing the students to translate all the times. Check the examples:

T: Como así, la tal cosa está en frente de tal cosa, la tal cosa está detrás de tal cosa.. Si hay que usar preposiciones. The umbrella is tal cosa. (Obs 3, turn 16)

T: Tienes que ver si palabras están en plurales..... la conjugación está en plural

Once again there is evidence of the high use of the L1 in classes.

Observation 4

In the last observation there were some categories that do not relate to the object of study, so they were not taken into account. The categories that are considered important and necessary to analyze are: Introducing new material, using L1, and formative assessment. Check the results:

Introducing new material

In this observation the teacher is trying to introduce new material, but once again the intense presence of L1 is evidenced. Check the example:

T: alright, Bueno ya ustedes saben que con esas dos notas se promedia la nota del primer corte que vale el 30% mas lo que yo decida, pues, bueno, eh, ya eso es una cuestióna ustedes no les va a aparecer menos de lo que promedia esas dos notas, mas si les puede salir, por que yo siempre hago eso; tengo en cuenta la participación, asistencia y eso, bueno? tampoco es que si la nota le quedo en uno (1) ahora le va a aparecer en dos (2). Entonces hay que ponerse las pilas. (Obs 4, turn 1)

Nevertheless, it is evidenced in this class a change in introducing new material as the teacher tries to interact with his students in English. Check the examples:

T: Unit 4, I'm not wearing boots. I'M, it's the contraction of I am -----NOT -----WEARING ----- BOOTS. Look: NOT is the negative, right? (Obs 4, turn 5)

T: No, no, no, No Spanish, I'm eating hot dog, I'm eating Pizza, I'm eating (Obs 4, turn 28)

T: Ok,I'm not wearing boots. Otro ejemplo... I'm eating (Obs 4, turn 26)

T: Apple, apple. Don't say eipple, it's apple. So, I'm eating an apple. (Obs 4, turn 37)

T: My sister playingNO!! I am, my sister is, She is.... My sister is playing basketball. Ok good. (Obs 4, turn 38)

T: Pedro readingNo!! Pedro IS reading What is the meaning of reading?

Que es reading? (Obs 4, turn 38)

T: Ok, so Then you say. Pedro is reading a letter. Ok, good. I am speaking..... (Obs 4, turn 51)

This practice has positive effects on the students as they can see how the language can be used in interaction and develop communicative competences. However, there was some presence of L1 in the class again.

Using L1

In this observation, it was seen the presence of L1 in the class again, which is not considered a bad practice as this is a level 1 group, but it should be measured. Check the example:

T: Really? Eso es sencillo aplicarlo es lo que puede resultar complicado a algunos si no practican. (Obs 4, turn 21)

T: Eso depende. Lo mismo que en español. Es como si una persona estuviera leyendo un diccionario o estuviera leyendo el diccionario. Ambas son correctas. Si usted sabe cual, usted dice él, si usted no sabe cual es, es un elemento con hojas que contiene información de palabras (Obs 4, turn 44)

There is a particular case when the teacher invites the student to use English but he models in Spanish. It is considered very difficult to follow the teacher if he is not able to be a model for his students. Check the example:

T: Pero pregúntame en ingles para que practiques tus conocimientos (Obs 4, turn 47)

Check another example of the teacher using L1 in the classroom.

T: Cuando no es con ese propósito, se usa otra cosa. Por ejemplo si Ud. se quedó afuera de su casa y necesita abrir la ventana y usar un destornillador, no se utiliza wear. Se usa otro verbo. (Obs 4, turn 80)

Formative assessment

In this observation, it was noticed the presence of formative assessment. The teacher tried to evaluate formatively the concepts taught in classes, which is considered necessary in all teaching – learning process. Check the results:

T: In English...Preguntame en inglés, Preguntame en ingles Kelly. (Obs 4, turn 30)

T: So Pedro is reading a newspaper. So is reading what. Laura dime..... (Obs 4, turn 41)

T: Kelly. Pregúntale a Julio si está leyendo el periódico ahora. (Obs 4, turn 62)

T: No I am not. Ok, Julio, pregúntale a Inés si esta usando lentes. (Obs 4, turn 67)

T: Kelly pregúntale a Julio de nuevo si está leyendo el periódico (Obs 4, turn 71)

T: Entonces puedes hacer la pregunta nuevamente? (Obs 4, turn 81)

The teacher seems to be interested in seeing the students making questions, as these practices seek to confirm if the students are able to construct them, even in a mechanical way.

4.2 Interviews.

In the interviews, the information is obtained through questions asked to three students taken randomly and organized into a chart for a better understanding of the researcher as well. The intention with this instrument is to analyze what the students think of the evaluation practices used in classes and verify some of the contents learnt during the semester through basic questions in English, for instance introducing yourself, asking about the age, etc. The other interview was to the teacher in charge of the process to analyze his concepts about the evaluation practices he is carrying out in the class. This is considered a really important aspect as it would help us contrast what it was observed in the process to the methods the teacher uses to evaluate his students. All the information related to the interview can be found the in appendix on pages 139 - 148.

The questions given in this interview are considered the categories to be analyzed.

¿Como evalúa el docente el aprendizaje que tu logras?

The interviewed students agreed that the evaluation instruments used in the class were quizzes. Apparently the emphasis observed was grammar, although two of them informed that there were other activities. However, it was never confirmed during the observation period that they represented a grade for their record.

I: Ok. Como evalúa el docente el aprendizaje que tu logras? Como evalúa el docente el aprendizaje que tu logras?

S1: El docente realiza exámenes escritos. El hace quizzes mas que todo. (Inter 1, turn 6) El teacher nos pone tareas y aveces nos manda al tablero. Tambien hace parciales, evaluaciones, etc. (Inter 1, turn 8).

S2: Por medio de quiz, si exámenes. El profe nos hace exámenes individuales. El nos avisa cuando hay quiz y ya. Aveces pasamos al tablero para hacer oraciones pero no se si eso lo pone nota. (Inter 2, turn 6)

S3: Este....el profe hace exámenes,.... quizzes yotras cosas. El aveces nos manda al tablero. El nos llama o a veces vamos voluntariamente y nos pone a escribir oraciones. (Inter 3, turn 6)

Considering that all of them agreed that the assessment system used in class corresponds to quizzes, then I proceeded to the next question.

Taking into account that all the students agreed that the teacher only uses written tests to evaluate their English, we continue to the next question, which is going to illustrate us about the relevance of using only this instrument.

I: consideras que este metodo de evaluar te ayuda a aprender? Lo consideras relevante?

S1: Claro. Ya que aprendemos a hacer oraciones y el profesor nos evalúa eso. Eso es bueno porque tambien perdemos el miedo de ir al tablero. (Inter 1, turn 12)

S2: Por que nos evluan lo que hacemos en clases, porque ahí vemos como estamos,.... Si sabemos armar oraciones y preguntas... y eso. (inter 2, turn 10)

S3: Si porque aprendemos a responder en los examnes y eso..... Eso es importante para todos. El profe no enseña mucho a estar pendiente del orden de las palabras y en los examenes él pone eso. (Inter 2, turn 10).

Regarding feedback, the students were asked the following question.

I: Después de realizar las evaluaciones, el docente realiza algún tipo de feedback o retroalimentación?

S1: Si, mirando las falencias que tenemos. Aquellos puntos mirando donde la mayoría se equivoca, por que se equivoca, de donde viene el error, para no seguir cometiéndolos. (Inter. 1, turn 15-16)

S2: Sí, claro, Sí, claro, Él nos da las respuestas y nosotros miramos en que nos equivocamos. (inter. 2, turn, 14)

S3: Si. El profe nos dice las respuestas una por una, el dice la respuesta de la 1 es esta, de la dos es esta..... y así. (Inter 3, turn 12)

These students find appropriate the way the teacher gives feedback as they think this way would help them learn something that was not clear and avoid making the same mistake in the future. It is evidenced the students find very appropriate the way the teacher gives feedback as apparently the students only care about getting a good grade and answering the exam correctly. Check the following answers:

I: ¿Consideras que este feedback es relevante para lo que has aprendido?

S1: Como puse en el punto anterior son conceptos que ya sabía que había olvidado y el profe me recuerda. (Inter 1, turn 22)

S2: Sí, porque de esa forma el profesor puede estar completamente seguro que hemos aprendido. (Inter 2, turn 16)

S3: Si claro, porque el profe nos da las respuestas y nos dice que está mal para no cometer los errores otra vez. (Inter 3, turn 16)

This is an example that there is not a clear position whether this is going to help them use what it's being evaluated in a real context or not. Apparently being given the right answer in a test is what a student should listen from the teacher when he gives feedback.

This shows once again that the students have the perceptions that receiving training on how to answer exams is what it is convenient for them. The feedback received from the teacher does not promote at all the use of contextual English, but to form sentences structurally, which indicates that the tendency is to use the language with a grammatical emphasis and not with a communicative one.

The last question of this interview corresponds to some basic questions a student from this level should have learnt by the time this interview was applied and should be able to respond appropriately.

I: How old are you? (Inter 1, turn 25)

S1: Eh, eh. I'm fine and you? The student looked nervous. (inter 1, turn 26)

S2: Ehh,Repeat, please (Inter 2, turn 18) ?.....Ah ya, I am eighteen year old. (Inter 2, turn 20)

Of the main interest of this research is to see how the teacher works on competences in the class, so the students were asked some basic questions to see if there is evidenced of communicative competences in the process. According to these answers, it is believed that the students struggle when it comes to interacting in English. It is likely this behavior is the result of the way interaction teacher – student occurs in the classroom, the language used in the interaction, and the purpose proposed in the task.

Apart from the students' interview, it is relevant to study the interview to the teacher, which offers valuable information to analyze.

In the process of evaluating the students, the teacher confirmed that he really prefers to evaluate his students using written quizzes. It seems there is not any other source of getting grades from but written quizzes. Check the teacher's comments. (I= interviewer, T= teacher)

I: ¿Cómo evalúa usted a sus estudiantes?

T: Bueno, yo realizo quizzes y parciales. Yo hago quizzes cada 2 unidades y parciales al final de cada periodo

I: Ok. ¿Aparte de los quizzes, qué tipo de instrumentos evaluativos prefiere utilizar para evaluar a sus estudiantes?

T: Honestamente me gustan muchos los quizzes escritos.

It is clear the teacher prefers to evaluate the students using only quizzes, which makes us believe that the students do not have the opportunity to develop speaking skills. In this study, the main problem is that the students do not have communicative competences to express ideas orally and the way the teacher evaluates his students confirms why they struggle when they need to say something, as the students do not focus their interest in speaking but writing grammar.

For the next question, it was evidenced that the teacher did not have clear concepts about the term assessment.

I: ¿Desarrolla algún tipo de assessment en la clase?

T: ¿Cómo así?

I: ¿Desarrolla algún tipo de actividades en la clase que le ayuden a medir el avance en el proceso de aprendizaje de los estudiantes?

T: Bueno las actividades que están en el texto.

In this section, the teacher uses the text to assess his students, which is not considered negative at all, but to interpret the results of the activity in terms of improvement for the teaching and learning process is what it is all about.

An important aspect for this research is to find answers about the competences the teacher makes emphasis on when it comes to evaluating. Check the following question:

I: ¿Qué tipos de competencias le gusta evaluar más?

T: Me gusta evaluar la gramática. Pienso que es necesaria para aprender inglés

With this answer it is confirmed that there is a lot of preference for teaching and evaluating grammatical competences rather than any other necessary when learning a foreign language.

Another important aspect to study in this research is to analyze how the use of feedback is included in the assessment process and its implications in learning. Check the teacher's point of view about this topic.

I: Ok. Realiza algún tipo de feedback durante la clase y/o después de la evaluación?

T: Si claro. Yo siempre después de un examen doy retroalimentación.

I: ¿Cómo realiza el feedback después de la evaluación?

T: Ok. Yo voy punto por punto y le voy dando las respuestas a los estudiantes.

It is observed that the teacher relates feedback with exams and the way he responds to the questions makes us believe that his interest is only to give answers but not to clarify doubts about the incorrect responses.

After summarizing the information taken from the observation, it was noticed that there is considerably high use of L2 in the class, so it was found pertinent to ask the teacher about his position about this topic.

I: ¿Cómo es el manejo del Inglés en la clase?

T: Usted sabe que es Ingles 1, así que hay que utilizar el español para que se ayuden. La retroalimentación la hago también en español para que quede claro.

Experts and experienced teachers say that the language used in low levels should be balanced as the students are getting into a new process that might need help of the native tongue to understand the new language. Nevertheless, the use of L2 needs to be present in most of the class due to the need of getting used to the sound of the new language and its association to the real context, so the language is taught meaningfully.

For the last question, it was required to obtain a final perception from the teacher about his evaluation system and his coherence with his practice. Check the following comments.

I: ¿Usted cree que este sistema de evaluación es el adecuado?

T: Para mi si porque el estudiante que pasa es el que realmente aprendió los temas vistos.

With these comments, it is clearly seen that the teacher is really interested in teaching and evaluating grammar to the students and the evaluation instruments and method he uses indicate so. Apparently for this teacher, grammar is the most important aspect students should learn when they are beginning in this process and it is something this research is being carried out for. The intention is to determine whether evaluating only grammar is convenient or not for the students at Universidad de Cartagena in level 1.

4.3 Tests

This section refers to the results of the analysis of the tests, which is necessary to find answers for this study. There were three tests given by the teacher, but only two of them were taken for analysis. In spite of being an English test where the four skills are expected to be evaluated, it is seen that the principal aspect the teacher evaluates is language focus due to the nature of the types of questions. There is a type of question that is more predominant than the others. Check below:

QUESTIONS / SECTION 2	TYPE OF QUESTION	COMPETENCES
Change the sentences to questions and answer them. 1. She is from the US _____? No, _____ 2. They are American _____? Yes, _____ 3. It is a big house _____? No, _____	Writing. Changing the type of the sentence	GRAMMATICAL

Chart 2. Categorization of types of questions.

QUESTIONS / SECTION 4	TYPE OF QUESTION	COMPETENCES
Negate the following sentences 1. Jane is in the kitchen. _____ 2. Mark and Frank are teachers. _____ 3. I'm in the garden. _____ 4. We're on the Moon. _____	Writing. Changing the type of the sentences	GRAMMATICAL

Chart 3. Categorization of types of questions.

QUESTIONS / SECTION 2	TYPE OF QUESTION	COMPETENCES
b. Change the sentences from <i>SINGULAR TO PLURAL</i> or from <i>PLURAL TO SINGULAR</i>. (0.2) 7. This is a foot. _____ 8. Those are cities _____ 9. These are pens _____ 10. That is a leaf _____	Writing. Changing the type of sentence	GRAMATICAL

Chart 4. Categorization of types of questions.

These types of questions show that the students do not have the opportunity to write something communicatively, but to answer something mechanically. The structure of the sentences seems to be what matters and not the use of the sentences meaningfully. In these questions, the grammatical competences are the ones to be developed.

The second most predominant types of questions presented in the test are “completing sentences”. These types of question tend to focus more on language discretely than integratively, which means that the students would have to master on vocabulary, meaning of verbs, and in some cases spelling. However, discrete point testing like this considered to focus only on ‘knowledge of the formal linguistic system for its own sake rather than on the way such knowledge is used to achieve communication’ (McNamara, 2000: 14). Check the examples below:

QUESTIONS / SECTION 3	TYPE OF QUESTION	COMPETENCES
<p>Complete the sentences with the verb TO BE.</p> <p>1. John ____eleven years old.</p> <p>2. Mary and Jane ____at the park.</p> <p>3. I ____ a student.</p> <p>4. My brothers _____on holiday.</p> <p>5. She____ in London.</p> <p>6. Your cat____ lovely.</p> <p>7. Tom and I _____ friends.</p> <p>8. I ____ at school.</p> <p>9. They _____ doctors.</p> <p>10. My favourite colour____ blue.</p>	Completing sentences	GRAMATICAL

Chart 5. Categorization of types of questions.


QUESTIONS / SECTION 5	TYPE OF QUESTION	COMPETENCES
 <p>24. The wallet _____ the purse.</p>	Completing sentences	GRAMATICAL

Chart 6. Categorization of types of questions.

QUESTIONS / SECTION 4	TYPE OF QUESTION	COMPETENCES
<p>d. Complete with a personal pronoun (I . . .they) or a possessive adjective (my . . .their) (0.1)</p> <p>17. Your car is elegant. I like _____ color</p> <p>18. Carol and Mary are friends. _____ are from Colombia</p> <p>19. My sister and I go to school together (=juntos). _____ class starts at 7:00 am</p> <p>20. “Is that your car?” “No, it is not _____ car</p>	Completing sentences	GRAMATICAL

21. Peter is a teacher. _____ works in a university. _____ job (=trabajo) is interesting..		
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Chart 7. Categorization of types of questions.

In the questions above, the English competences that are tried to be evaluated are the grammatical ones. Other types of questions not very predominant in these tests are re-arranging words and creating questions to answers. These questions make students realize of forming the sentence correctly just considering the structure. Check the question below:

QUESTIONS / SECTION 1	TYPE OF QUESTION	COMPETENCES
Unscramble the following sentences or questions. Add the correct form of BE. 1. years / my sister / 30 / old _____ 2. number / 6675683 / her / phone _____ 3. she / monteria / from _____? 4. not / I / Colombia / from _____ 5. full / your / name / what _____?	Re-arranging the sentences	GRAMATICAL

Chart 7. Categorization of types of questions.

QUESTIONS / SECTION 1	TYPE OF QUESTION	COMPETENCES
a. Write the questions (0.3) 1. _____? Yes, the book is on the chair 2. _____? The English class is on Saturday 3. _____? No, it's not a desk 4. _____? My glasses are in my bookbag.	Writing questions	COMMUNICATIVE

Chart 8. Categorization of types of questions.

The competences that are evaluated in these types of questions are the communicative ones.

The last type of question that is used in these tests is multiple choice question. It is said that multiple choice tests are easier to grade and teachers mark them easily. Nevertheless, these types of questions tend to measure more knowledge than using the language communicatively. Another issue for these types of questions is that the number of options might make a difference in the results. The fewer options the questions have, the more possibility the students have to answer correctly. The possibility to guess the right answer is higher when the question has few options.

QUESTIONS / SECTION 3	TYPE OF QUESTION	COMPETENCES
c. Choose the correct answer. (0.1) 13. Mary is a student. (HER / THAT / IT) classroom is beautiful. 14. My glasses (ARE / IS / NOT IS) on the table. 15. “Are those your books?” “Yes, (THAT / IT / THEY) are. 16. That is (A / AN / THIS) umbrella.	Multiple choice	GRAMMATICAL

Chart 9. Categorization of types of questions.

The competences that these types of questions try to develop are the grammatical ones.

5. ANALYSIS OF THE RESULTS

The analysis of this research is taken after studying the data collected that emerged from the instruments that were necessary to carry out the research project. The information is going to be analyzed considering the object study of this research, which is the types of competences the teacher assesses, how the process is assessed and what kind of competences the teacher evaluates.

Types of competences the teacher assesses in classes.

Due to one of the objectives of this research is to see the kind of competences the teacher assesses, it is necessary to look inside the teaching practice to find relevance between this aspect and what he assesses. During the four observations and after analyzing the information, it was perceived that the teacher used L1 in most of the teaching time and he was apparently more concerned in making the students understand in their mother tongue than showing how these concepts could be used in context. The way the teacher introduced new material is using translation in his teaching practice. Check the example.

T: Where are the keys? (Obs 2, turn 10)

T: Donde están las llaves? Laura? (Obs 2, turn 11)

T: Where are the sunglasses? Que dice aquí? (Obs 2, turn 2)

T: Algunos estudiantes dicen en coro.....Donde están las gafas? (Obs 2, turn 3)

It was also observed that the teacher made a lot of emphasis on developing grammatical competences rather than having the student communicate something

spontaneously. This indicates that you cannot expect to listen from the students express something in English if they were not taught to do so. The intense use of L1 during class instructions makes me believe probably the teacher's concern is to have the students learn the structure of sentences instead of having the students communicate in English.

T: Bueno. Pagina 11 todos.....listo? Vamos a trabajar hoy las preguntas con this y that. Para hacer estas preguntas es muy fácil, solo debes cambiar el orden. Si digo this is a pen..... entonces cual es la pregunta? is this a pen? Cierto?

Here you can see another example of the use of L1 and how the teacher tries to promote grammatical competences in the class.

T: The teacher writes on the board..... _____ are pens.... _____ is a chair. Como completarian estas oraciones..... Carlos ven al tablero y completalas.. el resto lo hace en sus cuadernos. Ya miramos si esta bien.

Nevertheless, it was noticed that in some moments of the classes, the teacher uses English and tries to promote the usage of the language in a communicative way, but it is not a constant practice and it is in a very limited way. During the four observations the most predominant competences the teacher assesses in classes are the grammatical ones as the teacher is always trying to make the students to construct sentences rather than using the language contextually. During the four observations the teacher was never seen having the students interact among themselves or creating short conversations, which clearly responds why the students do not develop communicative competences, but only grammatical ones.

In order to find answer about the types of competences the teacher assesses, it is pertinent to analyze how the process of feedback is given in classes. Although this practice is considered really helpful in the student's learning process and it is an ongoing aspect in the teaching and evaluation practice, the way this is given should be a point of consideration and reflection. The teacher characterized his methodology about giving feedback due to the systematic way which answers were given. The language used during this process showed that probably his concern was to train the students to take exams and how they should respond in the future but not to be aware of how the language works in different contexts. This practice indicates very probably the teacher's tendency is to promote grammatical competences in the students.

T: En la clase anterior, dimos la formación de plurales. Ciertamente? La regla de las s y es. En el próximo quiz hay una parte donde si está en singular hay que cambiarlas a plural y si está en plural hay que cambiarlas a singular. Entonces yo voy a hacer dos o tres para que sepan. La pregunta va a decir. Cambie de singular a plural. Entonces por ejemplo. That is a child. Entonces hay que convertirlo a plural. El plural de that es those, el plural de is es are y el plural de child es children. Hay que repasar todos. Entonces que errores pueden cometer ustedes, Hay doble error. Tener en cuenta que el artículo a o an es nada más para singular. Hay que repasar los singulares. No acepto que me fallen este punto.

Considering that tests were possibly based on grammar and vocabulary, the tips given were more focused on providing mechanical answers rather than understanding meaning and this might represent a problem at the moment of being involved in real life situations. The

most helpful type of feedback on tests and homework provides specific comments about errors and specific suggestions for improvement and encourages students to focus their attention thoughtfully on the task rather than on simply getting the right answer (Bangert-Drowns, Kulick, & Morgan, 1991; Elawar & Corno, 1985). For instance: if the professor is correcting mistakes after teaching the gerund form in present continuous, it is convenient to have them practice short conversations where they could think of activities using this tense instead of receiving correct answers without a logical explanation. Therefore, they could see how this structure is used in context. Nevertheless, it was never evidenced.

It is likely that the professor's interest is to have his students get a good grade in tests. The teacher showed that answering tests correctly would seem to be the most important aspect in this course. Presumably for the teacher, giving feedback is not to clarify meaning and doubts about the topic evaluated or taught. It is believed that the students felt satisfied with this way of giving feedback, as they could see in this procedure what they needed to pass the subject and not exactly to learn.

The students confirmed in the interview that they really find positive the way the teacher gives feedback. They sustained that receiving the answers after a test is what they need to know to improve.

The students that were picked randomly showed to be really nervous and uncomfortable with the session, which could be normal up to some point. One of them answered correctly but with some difficulties and the others gave incorrect answers. This

shows that apparently the students are not familiar with answering questions in English or they simply do not have English competences to interact with another teacher.

This is the aspect that concerns the most about this research. Most students in the English program at University of Cartagena cannot demonstrate basic communicative competences in English.

The way assessment is carried out in the teaching – learning process

One of the main objectives in this research is to see how the process is assessed. It would be convenient to keep in mind that assessment is a process that happens during class instructions. According to Mc Tighe & Ferrara (1998), assessment is strictly immersed in teaching and it is given in two types; formative and summative. The formative one refers to all the activities that could be used in classes to help students learn and teachers teach.

It was observed the teacher assessed the students formatively in few moments during the observation but it was not seen as a constant practice. The professor never used any role-play or any other speaking task to put in practice the concepts learnt in order to make the students develop communicative competences in English. The formative assessment carried out in the class was to verify if the grammatical competences were clear. Check the examples:

T: Ahora ustedes..... Si digo this is a notebook..... Cual es la pregunta? Carlos? Si sabes? (Obs 2, turn 14)

T: Vamos a ver profe.... Is that a notebook? (Obs 2, turn 15)

Apparently, the student responded accordingly and the teacher confirmed the concepts were clear.

The other type of assessment is the summative one. It refers to the activities that are given in every class to be taken as a mark at the end of the period to make decisions about the learning process, for instance homework checking, class participation to check progress (pronunciation, sentence structure, etc). (Mc Tighe & Ferrara, 1998).

The only assessment instruments that were evidenced during the observation to get a mark were two written tests. Brown (2000) states that summative assessment encompasses a much wider domain than tests. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of a student's performance. Unfortunately, during the observation period, it was never evidenced the teacher proposed any task in which the students had to interact or demonstrate their oral communicative competences. The only method the teacher used to assess his students was applying written tests.

According to the teacher's point of view, there are some particular preferences when assessing the students is about. During the interview, the teacher confirmed that his primary goal in the class is to see how the students learn grammatical structures and how they can construct sentences. He is convinced that the students need to know more how sentences are formed mechanically rather than communicating meaningfully. Consequently, it is assumed that his interest is not to assess performance, as there are some more important aspects to assess. Check his position about this point.

I: ¿Cómo evalúa usted a sus estudiantes? (Inter teacher, turn 5)

T: Bueno, yo realizo quizzes y parciales. Yo hago quizzes cada 2 unidades y parciales al final de cada periodo (Inter teacher, turn 6)

I: Ok. ¿Qué tipo de instrumentos evaluativos prefiere utilizar para evaluar a sus estudiantes? (inter teacher, turn 7)

T: Honestamente me gustan muchos los quizzes escritos (Inter teacher, turn 8)

It is believed that this is the reason why most of the class is taught in Spanish due to the particular need to be understood.

The most predominant types of English competences evidenced in the tests applied

A very important aspect for this study is to determine the types of competences the teacher evaluates the most in his tests. The analysis of these written artifacts shows that the teacher is evaluating basically one skill; writing. In fact, when it is referred to writing it corresponds to grammar rules checking.

Savignon (1983) states there are two types of tendencies when evaluating the students in a written way. One is with a test called integrative or global, in which communicative competences are evaluated and the other one is called discrete point, in which isolated grammatical structures are used to evaluate the students.

According to this theory, it could be affirmed that the tests used to evaluate the students are discrete point, as the structure of the test is to evaluate isolated grammar in most of the questions. The type of question that was used the most was the one where the students have to change the sense of the sentence. In this section the students do not need to understand the meaning but to follow the rules to make sentences structurally correct. Check the example:

QUESTIONS / SECTION 2	TYPE OF QUESTION	COMPETENCES
Change the sentences to questions and answer them. 1. She is from the US _____? No, _____ 2. They are American _____? Yes, _____ 3. It is a big house _____? No, _____	Writing. Changing the type of the sentence	GRAMATICAL

Chart 10. Categorization of types of questions.

Other less predominant types of questions are the ones where the students have to complete. In these questions the students do not need to know much about the meaning, but how to identify the parts of the sentence and see how it can be correctly complete. Check the examples:

QUESTIONS / SECTION 3	TYPE OF QUESTION	COMPETENCES
Complete the sentences with the verb TO BE. 1. John ____eleven years old. 2. Mary and Jane ____at the park. 3. I ____ a student. 4. My brothers _____on holiday. 5. She____ in London. 6. Your cat____ lovely. 7. Tom and I _____ friends.	Completing sentences	GRAMATICAL

8. I ____ at school.		
9. They ____ doctors.		
10. My favourite colour ____ blue.		

Chart 11. Categorization of types of questions.

Other less predominant types of questions in the tests are rearranging the words. In this type of questions the students need to demonstrate abilities to form sentences structurally correct. It is important to know where each word in the sentence is in order to be grammatically correct and this is something in which the teacher seemed he made emphasis on during the observation period. Check the example:

QUESTIONS / SECTION 1	TYPE OF QUESTION	COMPETENCES
Unscramble the following sentences or questions. Add the correct form of BE. 1. years / my sister / 30 / old 2. _____ number / 6675683 / her / phone 3. _____ she / monteria / from _____? 4. not / I / Colombia / from	Re-arranging the sentences	GRAMATICAL

Chart 12. Categorization of types of questions.

During these tests there was only one question that presumably was evaluating communicative competences. This type of question would try to measure the ability the students have to interact with another person and the one the students should be exposed to in order to develop communicative competences. Check the example:

QUESTIONS / SECTION 1	TYPE OF QUESTION	COMPETENCES
a. Write the questions (0.3) 1. _____? Yes, the book is on the chair 2. _____? The English class is on Saturday 3. _____? No, it's not a desk 4. _____? My glasses are in my bookbag.	Writing questions	COMMUNICATIVE

Chart 13. Categorization of types of questions.

Throughout this chapter I have analyzed the results of the instruments I have used in this research to obtain the answers required. These instruments have showed information about the competences the teacher assesses in the class, how the assessment process is carried out, and the types of competences the teacher prefers to evaluate in the class. In the next chapter, you will be able to find the conclusions for this study and some recommendations for future studies related to this area.

6. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions that have emerged from this study, which will be discussed taking into account the question that originated this study. Also, it is pertinent to offer some recommendations for future research, which will probably guarantee better results.

6.1 Conclusions of the study

After observing the teacher in four classes, the teacher shows in his teaching practice his preference in having the students develop grammatical competences, as he worries about forming the structure of the sentences rather than teaching how the language is used meaningfully. This aspect affects the student's capacity to communicate as he is taught to form sentences structurally and not to express ideas or give a message.

It is said that in beginner courses, the students need to form strong basis in the language, but there should be a balance between structure and appropriateness. His preference for grammar limits in some way the possibility for the students to interact inside and outside the classroom, which in some way responds to the question that originated this research.

The students never did any other activity like a role-play, short conversations, introducing themselves, or even writing tasks as part of the assessment process, which could promote the development of English competences. This could be seen as something in opposite direction with the goals of the program, as the students need to develop the four

skills. A variety of activities is necessary in any assessment system as it seeks that students find their own skills and strengths.

The students do not demonstrate communicative competences probably due to the systematic way grammar is taught. The students cannot evidence something they are not being trained for, so they have responded accordingly to what they been taught.

Another really important issue that was observed in class, was the language used. There was a lot of influence of L1 in the class, which did not allow the students to develop at least listening skills. It is said that beginner levels need to have presence of L1 in the classes, but there should be a balance of its use. The students need to be exposed to the target language the most they can, so they could start assimilating the new language in their minds. The teacher needs to model the students how the language works and provide the students with lots of examples in L2, so they can see its significance for learning it.

When it comes to the assessment process, it is said the more a process is assessed the more success is evidenced in learning. On going assessment of student learning in the classroom is an essential aspect in effective teaching (McTighe, & Ferrara, 1998). According to this theory, assessment should be present in most of the class time as it guarantees success in the student's learning process.

During the observation period, it was seen the teacher sometimes assumed a role of assessor and it happened when he was teaching and emphasising on grammar. Nevertheless, in very few moments, he assessed the students promoting communicative competences, but it

was not a constant practice. The type of assessment he promoted in classes was the formative one, which is only used for the teaching – learning process.

When it comes to assessing the students to get a grade, the teacher focused only on written instruments (tests), which they had to take every week. This was the only instrument used during the observation period, which does not offer the student the possibility to find other strengths than answering tests. The main concern of this study is the fact that students pass to the next levels without the appropriate communicative competences, probably because the teachers use different inappropriate instruments that permit the students to pass or probably because they focus on other competences instead of the communicative ones.

Bachmann (1990) indicates that assessment needs to be constructed in a way in which the students could have the opportunities to demonstrate what they know and can do with the language. In the tests given during the observation period, the teacher assessed what he was supposed to assess. He taught grammar and he evaluated grammar, so he did what he was supposed to do.

As the main point was grammar assessment, the students should show grammar competences, which clearly demonstrate why the students would pass to the next levels without having the necessary linguistic English competences appropriated for communication. They would have the ability to construct sentences structurally and not possibly to use the language meaningfully.

During the tests analysis, it was concluded that the teacher has a clear tendency to evaluate grammar. It could be seen that the teacher's concern is to make the students improve their grammatical competences as the types of questions used and the vocabulary evaluated in the test aim to the development of grammatical structures.

According to Cohen (1980), a test is effective when the content of the question is based on real life situations. In the content of the tests, the information evaluated refers to mechanical issues taught in classes making the test only based on forming the structures and not to see how the student can simulate a real life situation.

Savignon (1983) states that there are two types of test when it comes to evaluate communicative competences: Integrative and discrete point. The types of tests that are evidenced here are the discrete-point as they tend to evaluate isolated grammatical issues and not to determine the capacity to communicate. All the aspects observed in the tests analysis confirm that the teacher is concerned in measuring the student's capacity to construct sentences structurally.

To add, when it comes to giving feedback, it was evidenced the teacher seemed to be concerned in training the students to present future tests as the form of giving feedback was focused on showing how to answer. This technique confirms the students would difficultly develop communicative competences, as they are not taught to see how the language works.

6.2 Recommendations for future research

This section offers some recommendations that should be taken into account for future research. This study was taking only one teacher as object of study. It is recommended to have more than three professors in order to have more valuable information and different perceptions at the moment of assessing the learning process in the students.

Due to time constraints, I could not observe the teacher in more than 4 classes, so for future researchers it is highly recommended to observe the teacher in more classes in order to collect more information about the assessment process in the class.

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9. ATTACHED DOCUMENTS

9.1 OBSERVATION DATA

OBSERVACIÓN 1

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Octubre 1 de 2013 – Martes de 6:15 pm a 7:45 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

OBSERVADOR: Julio Jiménez B.

(¿?) indica que la grabación es ininteligible en este punto

... indica una pausa relativamente breve

(...) indica una pausa larga

T: Teacher

S: Student

#	Participants	Description of the observation.	Categories	Comments
		<i>El profesor llega mucho antes que los estudiantes y adecúa el salón de clase. Los estudiantes van llegando poco a poco y se ubican en sus puestos. Se dispone en entregar los resultados de un quiz que hicieron la clase pasada.</i>		

1	T	Bueno, Ya está llegando la gente, así que vamos a		
2	S	Teacher, es para ver si me copia el diccionario en mi memoria.	X	
3	T	Ah, bueno listo.		
4	T	Bueno les voy a entregar los resultados de los quizes para que los vean, analicen.		
5	T	Andrea no está verdad, Julio Cesar, Ibeth Carolaina, Nancy Corchou, Kelly Acevedo, Laura Estefany, Maria angelica, y llama otros más.	Llama lista (Control)	
6	T	Entonces miren las respuestas igual vamos a ver cómo deberían quedar.	Feedback	
7	S	(¿?)		
8	S	Si pero tu compras esos libros... pero tienes que empezar a usarlos, marcar el vocabulario, y eso te va sirviendo, ir leyendo todos los días, practicando todos los días, hay que practicar. A veces toca y empezar practicarlos uno por uno. El pronombre YO es Ay (I) y todo el día te quedas ay, ay, y después		

		pasa a yiu (You) y después a hi (He) y a shi (she) y la conjugación ay am (I am) pero es repitiendo y repitiendo para que te quede y se te grabe la estructura.		
9	T	Laura.....		
10	T	Bueno eh, Jessica Fernández no está, Estefany. Bien entonces...		
11	T	En la primera pregunta de listening la pregunta 1 era la del centro la respuesta y la pregunta 2 es la última. En el punto B que la de la estructura de las preguntas ella te piden ..eh.. las preguntas en ingles con el verbo TO BE es simplemente invertir el verbo, invertir el orden y hacer los ajustes necesarios. O sea aquí lo que tenían que hacer era justificar lo que estaba haciendo el sujeto y luego la conjugación del verbo TO BE que lo único que podía aparecer allá era una de las tres; am, is, or are. Una de esas tres debía aparecer.	Explicación (gramatical)	

12	S	(¿?) del primero		
14	T	Y el resto del otro		
15	T	Haciendo los ajustes necesarios. OK la primera dice; yes the English class is at six p.m. entonces el is lo colocan de primero y el resto lo dejan igual. Entonces seria. Is the English class at 6 p.m.? sin agregar mas nada.	Feedback. (suministra la respuesta correcta)	
16	T	Incluso aqui dice the english class y hay gente que ponía the class english... ¿Por qué me cambias eso? The english class.. entonces Is the English class at 6 p.m.?. Esa era la pregunta.	Feedback	El profesor recrimina a los estudiantes por error en el orden de las palabras.
17	T	En la cuarta, lo mismo; No, the house is not yellow. Lo mismo, is va adelante y el resto igual. Is the house yellow? Eso era lo que tenía que preguntar. Hay estructuras que todavía no hemos dado, por eso les coloque la estructura de esa manera.	Feedback (suministra la respuesta)	Aparentem ente el examen está diseñado de acuerdo con las

				estructuras estudiadas.
18	T	<p>La quinta; (¿?) ahí había que ajustar.</p> <p>Ahí había además que invertir, cierto, el verbo TO BE viene primero en esa parte. Are their names. La pregunta tiene elementos de información.</p> <p>Entonces había que preguntar cuales, cuáles son sus nombres. What are their names? Esa era la pregunta. <i>El profesor escribe en el tablero.</i></p>	<p>Feedback</p> <p>(suministra la respuesta y explica la mecánica)</p>	
19	T	<p>En la sexta. My parents are fine, thanks. Lo mismo. Ahí tienen are y luego my parents, pero la respuesta que corresponde a una pregunta de información. Entonces si tu respondes. I'm fine thanks. La pregunta es How are you? Pero como aquí hablamos de my parents entonces seria; How are your parents?</p>		
20	T	El profesor escribe en el tablero		
21	T	<p>La respuesta es yes, I am cold.</p> <p>Entonces la respuesta es de YO. Luego</p>	<p>Feedback</p> <p>(suministra la</p>	

		la pregunta es are you cold? Así de sencillo.	respuesta)	
22.	T	Y la última. His telephone number is 30078.. bueno lo que está ahí. Lo mismo; is y todo lo que está ahí. Pero ahí un número de teléfono entonces la pregunta es Cual es su número de teléfono. What is his telephone number? Eso era lo que habia que hacer	Feedback (suministra la respuesta)	
23	T	Yo se los dije varias veces, que estén practicando preguntas de aquí, la cuestión es de práctica. A veces la persona dice que estudió. Hay que ver como estudian. Ahora dicen ah sí porque lo están viendo, pero dígalos para que se acostumbre. Cuando una persona diga por ejemplo; you are from Colombia. Eso no se usa para pregunta. La pregunta es primero el verbo to be. Are you from Colombia?	Consejos académicos Explicación gramatical	El prof. da estrategias para el aprendizaje de la lengua, especialmente la práctica constante de lo estudiado en la clase.

24	T	<p>En el punto 6 contestar en la forma correcta el verbo TO BE y las expresiones que están ahí.</p> <p>Son; cold, thirsty, hungry y afraid. La nueve quedaba, They are hungry, con el verbo TO BE, la 10, he is afraid, la 11, they are cold, y la 12 she is thirsty. Asi debería quedar.</p>	<p>Feedback</p> <p>(suministra la respuesta)</p>	
25	T	<p>Bueno el último punto de los pronombres personales y adjetivos posesivos, entonces, Your car is very nice, I like its color. Its, estamos hablando del carro. Del posesivo del carro. Es I, te(T), ese (S). its. La quince Carlo and Mary are my friends. They are from Colombia. Their parents are from Colombia, too. Es el posesivo de ellos. La 21. Is that your car?. No, it's not my car. Es ese tu carro. No ese no es mi carro. La 22. (¿?) ella trabajo es interesante. NO es tu trabajo, ahí dice ella. Porque she significa ella. Her job is interesting.</p>	<p>Feedback</p> <p>(suministra la respuesta)</p> <p>Feedback</p>	<p>El profesor toma como ejemplo la respuesta errónea de un</p>

				estudiante que colocó She en vez de Her
26	T	La 23. Excuse me, are you Carlos and Pedro? No we aren't. They are over there. Ahi dice. Ustedes son Carlos y Pedro? No, nosotros no somos. Ellos están por allá. Y la 24. That is my brother. Estamos hablando de mi hermano, cierto? He is married. Luego viene la esposa de quien. De él, Cual es el posesivo de el?	Feedback (suministra la respuesta)	El profesor, al suministrar la respuesta, inmediatam ente realiza la traducción al español de la respuesta correspondi ente.
27	T	Quien conoce a Ever Ruiz, Quien conoce a Alvaro? Quien le entrega el		

		examen a ellos. Por favor es que después me empapelo.		
28	T	<p>Habíamos programado el próximo quiz para el viernes, cierto? De las unidades 1 y 2. Entra nuevamente el verbo TO BE: otra vez va a haber preguntas.</p> <p>Espero que esta vez sí les vaya bien.</p> <p>Ustedes deben practicar. (¿?)</p>	<p>Control (organización de las actividades)</p> <p>Amenaza</p>	<p>El profesor</p> <p>Organiza las actividades de antemano.</p> <p>Avisa de la realización del Quiz.</p> <p>La frase “espero que les vaya bien” parece ser una amenaza y una especie de feedback negativo de la prueba</p>

				<p>anterior</p> <p>(La</p> <p>evaluación</p> <p>no se toma</p> <p>como</p> <p>diagnóstico</p> <p>sino como</p> <p>una forma</p> <p>de obtener</p> <p>calificacion</p> <p>es para</p> <p>cumplir</p> <p>con</p> <p>requisitos</p> <p>institucionales)</p>
29	T	<p>Ustedes deben hacer los ajustes necesarios. Esos ajustes son las preguntas de cómo, cuándo, cual, etc, o cuando la respuesta es con el pronombre Yo y la pregunta es con el pronombre TU. Por ejemplo. Si yo dijera algo donde la respuesta es; my</p>	Explica	<p>No hay</p> <p>evidencia</p> <p>de</p> <p>ejercicios</p> <p>de refuerzo</p>

		pen is on the floor. The floor es piso. Entonces dice mi lapicero está en el piso. The pronuntiation is floor, Floor. Entonces ya saben. El verbo TO BE va de primero. Y después escribe lo que está acá. <i>Escribiendo en el tablero.</i> Haga los ajustes que usted cree que debe hacer.		
30	T	En la otra es una persona que pregunta y la otra responde. Para que la respuesta sea mi lapicero, no puedo preguntar mi lapicero, sino tu lapicero. (¿?) entonces te dice where is your pen? Donde está tu lapicero. Mi lapicero está en el piso. My pen is on the floor.	Feedback (suministra la respuesta)	
31	T	La siguiente pregunta: The party is next week. The party is next week.		
32	S	(¿?)		
33	T	Porque? Ahi no dice you, este es your con R.		
34	T	Cuando la respuesta empieza por si o por no, entonces hay que hacer la	Feedback explica	

		<p>pregunta invirtiendo el verbo TO</p> <p>BE.por ejemplo, Are you from Brazil?</p> <p>No, I am not from Brazil. Cundo la respuesta no comienza ni con SI o NO, entonces hay que utilizar el cual, cuando, donde, que, etc,</p>		
35	T	<p>Buenos les parece bien si el quiz lo hacemos dentro de 8 días y no el viernes, pero con el compromiso de que estudian. Yo puedo esperar. En realidad quiero que les vaya bien, sobretodo en este punto. Les estoy dando la clave. En el quiz es algo muy mecánico</p>		
36	T	<p>Esto es el modelo de lo que llevamos hasta ahora pero recuerden que ya entramos a otro tema. De identificación. Recuerden; Is this a pen? Is that a chair? Y vamos con la respuesta corta. Yes, it is, No it's not. Y cuando es en plural; are those tal cosa yes they are, no they are not. Por ejemplo SI la respuesta fuera.</p>		

		Yes they are bananas. Entonces la respuesta seria		
37	S	Algunos dicen..... Are those bananas?		
38	T	Entonces tú dices,. Yes those are bananas. Y si la respuesta fuera, Those are bananas. Entonces la pregunta seria. What are those?		
39	T	En la clase anterior, dimos la formación de plurales. Ciertó? La regla de las s y es. En el próximo quiz hay una parte donde si está en singular hay que cambiarlas a plural y si está en plural hay que cambiarlas a singular. Entonces yo voy a hacer dos o tres para que sepan. La pregunta va a decir. Cambie de singular a plural. Entonces por ejemplo. That is a child. Entonces hay que convertirlo a plural. El plural de that es those, el plural de is es are y el plural de child es children. Hay que repasar todos. Entonces que errores pueden cometer		

		ustedes, Hay doble error. Tener en cuenta que el articulo a o an es nada más para singular. Hay que repasar los singulares. No acepto que me fallen este punto.		
40	T	El otro. These are apples. Ahora vamos a cambiarlos a singular. El singular de este es this, el singular de este es is, ahora sí debe aparecer una de estas dos palabras; an por que la palabra que sigue esta con vocal. This is an apple. La frase dice; this is a thief. La palabra thief significa ladrón. Entonces vamos a pluralizar. El plural de este es these, el de este es are, el de este; NO TIENE. Y el plural, recuerden que este es el plural de una palabra que termina en F, la regla dice que cámbiele la f y colóquele v es. Recuerden las 6 palabras que les dí. Que el plural de mouse no es mouses. Es mice. Eso es dentro de los puntos que vamos a encontrar la próxima		

		clase. Así que hay que estudiar, y practicar. También va lo de las preguntas. No acepto que me fallen ese punto. Los demás de pronto, pero ese NO. Ya les estoy dando como deben resolverlo.	Amenaza	
41	T	Ok. Me recuerdan donde quedamos la última parte. Yo creo que viendo me acuerdo. Yo creo que fue en la conversación. La de la chica que no le gustaban los aretes. Bueno como cosa rara. La grabadora no sirve. Allá en la oficina funciona pero aquí no.....	Improvisación Da instrucciones	
41 A	T	Bueno en la página..... Page 9. Yeah, thank you very much, let's look at section 4. Miremos a la sección 4. Ahí tienen una clasificación de cómo se pronuncian los sonidos de los plurales en inglés. .	Traduce la instrucción	
42	S	(¿?)		
43	T	Hay tres clasificaciones, entre estas dos líneas está el sonido que ustedes		

		deben hacer. En la primera aparece una letra.Cuál es? Entre las dos cositas esas.		
44	S	(¿?)		
45	T	La Z. como suena la Z, cuando ustedes pronuncian el plural suena ZZZZZZ. Quiere decir que cuando usted pronuncie el plural tiene que hacer zzzzzz. Por ejemplo la primera palabra es Charlestone. La segunda, Word number two, (¿?) and Word number three, good bye. OK. Esto es lo que dice ahi. En la segunda parte, como aparece una S, como suena la S, essssss, cierto?		
46	T	El profesor dice unas palabras que no se entienden. El ultimo que es el que me interesa, (¿?) la otra es Windows, como suena? Windows, asi como el programa de computador. Tu que Windows tienes,..cuando la palabra termina con sonidos similares a la S, además de algunos agregarle la S hay	Explicación	La explicación está basada en una característica fonológica que

		que pronunciarla. Por ejemplo; bus, el plural es buses. Deben leerlo como está escrito. Incluso así como esta en español. Hay que decir las cosas en la misma forma como en español. NO hay que tener esa flojera para hablar. Entonces, cuales son eso sonidos parecidos a la S. La misma S, ch, sh,y x, también contienen este sonido. La palabra box, boxes.		probablemente los estudiantes (no son estudiantes de Lenguas) no capten muy bien.
47	T	Reloj, Como se dice reloj, how do you say reloj?	Traduce	
48	S	Watch		
49	T	Y la forma plural es watches., asi como si dijera watche,. Ese man en un watche.... Watches. Entonces miremos las palabras que están en la primera sección. Sentences, exercises, watches,	Explica Contextualiza Da instrucciones	El profesor intenta contextualizar la palabra

49 A		Escuchen primero y luego repiten individualmente. Sentences, exercises,		Watches, pero lo hace a través de una palabra en español que no tiene ninguna relación con la palabra inglesa (guache), ni siquiera en la pronunciación.
50	S	Los estudiantes repiten algunas frases.		
51	T	Watches, suena clarito. Laura?	Invita a participar	
52	S	La estudiante repite, watches		
53	T	Hebert? Exercises	Invita a	

			participar	
54	S	El estudiante repite, exercises...		
55	T	Claudia; sentences, exercises, watches	Invita a participar	
56	S	La estudiante repite: Sentences, exercises, watches		
57	T	El profesor va de estudiante en estudiante pidiendo la repetición de estas tres palabras.	Invita a participar	
58	T	Any questions. Ok continuemos. Let's continue. What's that. El profesor señala el abanico. Los estudiantes responden. It's a fan.	Invita a participar	
59	T	Laura, What's that? Le señala un anillo.	Invita a participar	
60	S	It's a		
61	T	Mira la frase, How do you say.....	Scaffolding	Anima a la estudiante a utilizar el inglés para resolver dudas
62	S	Laura dice How do you say anillo in		

		english?		
63	T	Ring.	Responde al estudiante	
64	S	it's a ring.		
65	T	Ok very good. Nancy what's that? Señalando un reloj.	Feedback Invita a participar	
66	S	It's a watch.		
67	T	Maria What's that?	Invita a participar	
68	S	It's a brazalet		
69	T	Ok Yo no dije brazalet. Please repeat. Bracelet	Feedback.	Parece que la estudiante no repite
70	T	Julio, what are those?	Invita a participar	
71	S	They are markers.		
72	T	Ok very good. Ok complete exercise 5. Are you ready?.....	Feedback	Los estudiantes realizan un ejercicio escrito del

				texto.
73	T	El profesor acude a unos estudiantes con inquietudes sobre el vocabulario,		
72	T	Yo les explicaba y no sé si a ustedes, que en Inglés y en español también, Lo que pasa es que uno es muy mal hablado con algunos idiomas, hay unos elementos que no pueden funcionar y no tienen dos cavidades. Unas gafas se escriben dos espacios, uno para cada ojo. Lo mismo para pantalón porque es una bota y es una para cada pierna. El short o shortes, son dos elementos que cruzados hacen una función. Uno solo no funciona como tal. Siempre se dice glasses, para lentes	Explica	Utiliza la comparación con el español para explicar la existencia de sustantivos que por naturaleza (son pares como tijeras, gafas) son plural.
73	T	Are you ready?, Ok Rina read number one, Rina lee la numero 1. Ya está hecha, pero léela igual.	Invita a participar	Realiza un ejercicio de lectura
74	S	What are these?		

75	T	What are these, que son estos?	Traduce	
76	S	El estudiante da la respuesta con dificultad They're keys.		
77	T	Ok very good.	Feedback	
78	T	Los estudiantes siguen dando respuestas hasta culminar la actividad.		
79	T	Mis estudiantes se ha acabado el tiempo, the class is over. En la parte 8 tienen lo que practicamos ahorita que es esto, si es o no lo es, etc.		
80	T	Ok. Bye bye....		

6.2 OBSERVACIÓN 2

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Octubre 3 de 2013 – martes 6:15 pm a 7:45 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

OBSERVADORES: Julio Jiménez B.

(¿?) indica que la grabación es ininteligible en este punto

... indica una pausa relativamente breve

(...) indica una pausa larga

T: Teacher

S: Student

#	Participants	Description of the observation	Categories	Comments
		<i>El profesor llega mucho antes que los estudiantes y adecúa el salón de clase. Los estudiantes van llegando poco a poco y se ubican en sus puestos. El profesor se dispone a corregir la actividad que quedó de tarea.</i>		
1	T	(¿?) el profesor no ubicó el dispositivo de grabación adecuadamente y el sonido es casi nulo.		
2	T	Where are the sunglasses? Que dice aquí?	Invita a participar	
3	S	Algunos estudiantes dicen en coro.....Donde están las gafas?		
4	S	They're are not on the locker.		
5	T	OK. Aquí me estás diciendo que they pero la "y" no suena, debes decir they're not on the locker. They are on the sofá.	Corrige la pronunciación	
6	T	(¿?) el profesor se dispone a leer un dialogo del texto.		

7	T	(¿?) Where are your car keys? Are they in your purse? El profesor lee muy lentamente.		
8	T	El profesor lee cada línea del texto y termina con el dialogo.		
9	T	(¿?) El profesor coloca actividad de listening.		
10	T	Where are the keys?		
11	T			

6.3 OBSERVACIÓN 3

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Octubre 16 de 2013 – martes 5:10 pm a 8:30 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

OBSERVADORAS: Julio Jiménez B.

(¿?) indica que la grabación es ininteligible en este punto

... indica una pausa relativamente breve

(...) indica una pausa larga

T: Teacher

S: Student

#	Participants	Description of the observation	Categories	Comments
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		<i>El profesor llega mucho antes que los estudiantes y adecúa el salón de clase. Los estudiantes van llegando poco a poco y se ubican en sus puestos.</i>		
1	T	Hay Once, faltan cinco personas. Cuantos hay hoy?		
2	S	Como se dice faltan 5 personas por llegar?		
3	T	Como se dice faltan cinco personas por llegar. Si yo digo eso no creo que me entiendan.		
4	S	Un estudiante le comenta al profesor inconvenientes de horario para asistir a clases.		
5	T	Bueno dile que me llame.		
6	T	Bueno comencemos. Vamos a empezar...El profesor se dispone para hacer el quiz programado y organiza el curso para eso. Joaquin colócate aquí. Julio quédate allá. Jessica acá, Listo... Guarden todo....	Organiza a los estudiantes (control	

6	T	<p>El profesor entrega los exámenes a cada estudiante. OK el primer punto es con la grabadora, entonces yo les aviso cuando lo vamos a hacer. Y aquí está entonces los puntos que les dije que iban a salir. El tres cambiar de singular a plural o de plural a singular. Ustedes ya saben lo que hay que hacer, lo hicimos en el tablero, se practicó, así que espero que no me vengan a preguntar; Profe que hay que hacer aquí, Ya lo vimos acá e hicimos varios ejercicios de varias clases.</p>	<p>Suministra instrucciones sobre la realización del quiz</p>	
7	T	<p>El punto C, escribir las preguntas....Ustedes saben también aquí que van a hacer. El punto dice; complete las conversaciones con las palabras correctas. Ustedes deben ir leyendo ahí y deben darse cuenta que palabra va. O que palabra</p>	<p>Suministra instrucciones sobre la realización del quiz</p>	

		<p>hace falta. Eso es que si es esta o esta. El punto E dice Que hay de malo o cual es el problema en esta habitación... escribe oraciones con las palabras entre paréntesis. Entonces abajo, van a escribir las frases con las palabras; umbrella, newspaper, telephone, armchair, etc, Nada más la frase.</p>		
8	T	<p>O lógicamente decir donde está, Este ejercicio es decir dónde está. Es decir la sombrilla está en tal parte...las sillas están.... Vayan trabajando y yo les aviso de cuando hacemos el listening.</p>	<p>Suministra instrucciones sobre la realización del quiz</p>	
9	T	<p>(.....) bueno vamos a hacer el listening enseguida porque esta grabadora está que saca la mano. Lo que aparece ahí con el numero uno (1) ustedes lo van a copiar aquí con el número tres (3) son dos conversaciones.</p>	<p>Suministra instrucciones sobre la realización del quiz</p>	
10	S	<p>O sea que la conversación inicia</p>		

		desde el numero 4.		
11	T	No, no, no. Escuchen Cuando la conversación diga Three, ese es el número 1 de ustedes.	Suministra instrucciones sobre la realización del quiz	
		El profesor coloca la actividad de listening a los estudiantes una sola vez. Los estudiantes comienzan a trabajar en sus quizes.		
12	T	Listo..... (.....)		
13	S	Profe, (..) hay que responder		
14	T	Si lo que tú ves ahí.		
15	S	Es que no se si hay que hacerlo como respondíamos en clase.		
16	T	Como así, la tal cosa está en frente de tal cosa, la tal cosa está detrás de tal cosa.. Si hay que usar preposiciones. The umbrella is tal cosa.	Suministra instrucciones sobre la realización del quiz	
17	T	(...) Los estudiantes hacen preguntas sobre el vocabulario en		

		el quiz.		
18	T	Tienes que ver si palabras están en plurales..... la conjugación está en plural	Suministra instrucciones sobre la realización del quiz	
		(...) bueno..... tiempo para los que ya habían iniciado.		

6.4 OBSERVACIÓN 4

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Octubre 11 de 2013 – martes 6:15 pm a 7:45 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

OBSERVADORAS: Julio Jiménez B.

(¿?) indica que la grabación es ininteligible en este punto

... indica una pausa relativamente breve

(...) indica una pausa larga

T: Teacher

S: Student

#	Participants	Description of the observation	Categories	Comments
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		<i>El profesor llega mucho antes que los estudiantes y adecúa el salón de clase. Los estudiantes van llegando poco a poco y se ubican en sus puestos.</i>		
1	T	(?) alright, Bueno ya ustedes saben que con esas dos notas se promedia la nota del primer corte que vale el 30% mas lo que yo decida, pues, bueno, eh, ya eso es una cuestióna ustedes no les va a aparecer menos de lo que promedia esas dos notas, mas si les puede salir, por que yo siempre hago eso; tengo en cuenta la participación, asistencia y eso, bueno? tampoco es que si la nota le quedo en uno (1) ahora le va a aparecer en dos (2). Entonces hay que ponerse las pilas.	Suministra instrucciones sobre la calificación	
2	T	La unidad que vamos a empezar es la unidad 4, tiene nuevamente	Anuncia tema de la clase	

		como base el verbo TO BE, todavía el verbo TO BE		
3	S	(¿?)		
4	T	Todavía el verbo TO BE, claro es la base		
5	T	Unit 4, I'm not wearing boots. I'M, it's the contraction of I am -- ----NOT ----WEARING ----- BOOTS. Look: NOT is the negative, right?	Suministra explicaciones	
6	T	El profesor divide el tablero en dos columnas; afirmativa y negativa. Now What is the meaning of wearing? What is the meaning of wearing?	Scaffolding	El profesor utiliza la estrategia de andamiaje para que los estudiantes formen el gerundio en inglés
7	S	Estudiantes intentan el significado....		
7	T	Ah? No, como verbo, Por ahí van, Vestir, usar pero en el sentido de	Scaffolding	

		vestir ó llevar puesto, so we have; Wear – wearing, ok?. So How do you say comer?		
8	S	Eat		
9	T	El profesor hace gestos.	Scaffolding	
10	S	Comiendo		
11	T	In English not spanish, wear – wearing; Eat – eating. Jugar	Scaffolding	
12	S	Play		
13	T	And now; playing. No Spanish How do you say leer?	Scaffolding	
14	S	Read – Reading		
15	T	Ok good. Hablar.	Scaffolding	
16	S	Speak, speaking		
17	T	Ok very good. Now ing in Spanish is	Solicita traducción	
18	S	Ando – endo		
19	T	Aja ok, ando, endo	Feedback	
20	S	(¿?)		
21	T	Really? Eso es sencillo aplicarlo es lo que puede resultar complicado a algunos si no practican		

22	T	Ok, yo les voy a copiar vocabulary	Anuncia actividad	
23	T	Now, what is the meaning of boots?		
24	T	Bota, botas, one boot, two boots, three boots. Pero calzado....	Responde a estudiante	
25	S	Como se dice correa?		
26	T	Belt, yes- Ok,I'm not wearing boots. Otro ejemplo... I'm eating	Responde a estudiante Modela uso del gerundio en inglés	
27	S	Comer		
28	T	No, no, no, No Spanish, I'm eating hot dog, I'm eating Pizza, I'm eating	Refuerza el modelado	
29	S	Pollo		
30	T	In English...Preguntame en inglés, Preguntame en ingles Kelly.	Exige uso del inglés	
31	S	No se como se dice en Ingles.		
32	T	Como?, Buscalo.....	Anima a la estudiante a	

			usar el inglés	
33	T	How do you say, repeat.	Modela la pregunta	
34	S	Hi do you say....		
35	T	No, no, it's not hi. Hi is hi, hello, It's how. Ok, How do you say Manzana, Como es?	Corrige la pronunciación	
36	S	Eipple		
37	T	Apple, apple. Don't say eipple, it's apple. So, I'm eating an apple.		
38	T	My sister playingNO!! I am, my sister is, She is.... My sister is playing basketball. Ok good.	Modela el uso del gerundio	
38	T	Pedro readingNo!! Pedro IS reading What is the meaning of reading? Que es reading?	Modela el uso del gerundio	
39	S	So Pedro is reading a newspaper		
41	T	So Pedro is reading a newspaper. So is reading what. Laura dime.....	Modela el uso del gerundio	

42	T	Is reading dictionary. No puede ser así. Puede ser ; He's Reading the dictionary or he's Reading a dictionary.	Corrige respuesta del estudiante	
43	S	Los estudiantes comentan algo		
44	T	Eso depende. Lo mismo que en español. Es como si una persona estuviera leyendo un diccionario o estuviera leyendo el diccionario. Ambas son correctas. Si usted sabe cual, usted dice él, si usted no sabe cual es, es un elemento con hojas que contiene información de palabras	Suministra explicación	Explica la diferencia entre el uso de el y un. La explicación gramatical se expresa en lengua materna
45	T	Repeat: Pedro is Reading a dictionary.	Invita a participar	
46	S	Un estudiante tiene una pregunta sobre una palabra, Como se dice carta?		
47	T	Pero pregúntame en ingles para que practiques tus conocimientos.	Exige uso del inglés	
48	S	How do you say carta in English?		
49	T	Ok, How do you say carta in	Repite la	Estrategia para

		English?	pregunta del estudiante	que otro estudiante conteste
50	S	Un estudiante dice, letter.		
51	T	Ok, so Then you say. Pedro is reading a letter. Ok, good. I am speaking.....	Modela la respuesta	
52	S	English		
53	T	I am speaking English. I'm not speaking French. Am I speaking English? Yes?	Pregunta a los estudiantes	
54	T	Los estudiantes responden, Yes you are.. Ya ven otra vez el verbo TO BE. Que es lo nuevo? el verbo en ING. Are you listening? Yes we are. O si es individualmente es ..Yes I am. Ok el verbo TO BE, como se hacen las preguntas con el verbo TO BE?	Explica la estructura de la clase Recuerda temas ya vistos	Hace énfasis en que lo nuevo a estudiar es la forma ING.
55	T	(¿..) Kelly que. Lo acabo de decir.	corrige	
		Am I speaking English? Ok. Alex.. How do you spell ahora.	Invita a participar	

		Are you playing tennis now? No,		
56	S	EL estudiante responde; Not, I am not.		
57	T	Good, Laura. Is he playing tennis now?	Feedback Invita a participar	
58	S	No, He is not.	Invita a	
	T	Laura, are you eating pizza now?	participar	
59	S	No.		
60	T	Ok Ana, is Laura eating Pizza now?	Feedback	
61	S	No, she is not.		
62	T	Kelly. Pregúntale a Julio si está leyendo el periódico ahora.	Da instrucciones	
63	S	You are reading ...		
64	T	Eso no es pregunta	Corrige al estudiante	
65	S	Are you Reading ..eh.. the newspaper?		
66	S	No, no I am not		
67	T	No I am not. Ok, Julio, pregúntale a Inés si esta usando lentes.	Feedback Da instrucciones	

68	S	Are you		
69	T	Ya llevas 20% bien	Anima al estudiante	
70	S	Todos se ríen en la clase		
71	T	Kelly pregúntale a Julio de nuevo si está leyendo el periódico	Da instrucciones	
72	S	Are you..... reading the newspaper? Es estudiante termina la pregunta con dificultad		
73	T	Ahora sí Julio, pregúntale si está usando gafas.	Da instrucciones	
74	T	Ahora Julio pregúntale si está usando gafas.		
75	S	NO		
76	T	NO que, que te cuesta dificultad?, pregunta.....		
77	S	Como se dice usar,		
78	T	Aja, yo lo puse ahí. Usar pero de llevar puesto	Intenta que el recuerde	
79	T	Haber..... el verbo wear que significa usar, se usa para prenda de vestir, usar, llevar puesto. Está en esa línea.	Intenta que el recuerde	

80	T	Cuando no es con ese propósito, se usa otra cosa. Por ejemplo si Ud. se quedó afuera de su casa y necesita abrir la ventana y usar un destornillador, no se utiliza wear. Se usa otro verbo.	Suministra explicación	
81	T	Entonces puedes hacer la pregunta nuevamente?	Motiva a responder	
82	S	Areyou....wearing glasses?		
83	T	Repite	Invita a responder	
84	S	Are you wearing glasses?		
85	S	Yes, I am.		

9.2 Oral Interview

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Noviembre 6 de 2012 – miércoles 6:15 pm a 7:45 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

ENTREVISTADOR / INVESTIGADOR: Julio Jiménez B.

(¿?) indica que la grabación es ininteligible en este punto

... indica una pausa relativamente breve

(...) indica una pausa larga

I: Interviewer

S: Student

INTERVIEW 1

#	Participants	Questions / answers
1	I	Buenas noches. Como es tu nombre?
2	S	Mi nombre es Miguel Ángel Mora Posada
3	I	Miguel Ángel, a que grado, a que curso de inglés perteneces?
4	S	Estoy en primer nivel
5	I	Miguel ángel, como evalúa el docente el aprendizaje que tu logras?
6	S	El docente realiza examenes escritos. El hace quizes mas que todo.

7	I	Ok. Interesante
8	S	Por medio del curso de Ingles, el hace oral o escrita. El hace quizes, evaluaciones, etc.
9	I	Solamente hace quizes o realiza otro tipo de actividades en la clase que te evalúan?
10	S	No, solamente lo que ya había dicho, la pronunciación y gramática.
11	I	Consideras que esta forma de evaluación te ayuda a aprender?
12	S	Claro. Ya que lo que ya conocía del colegio, me ha servido para profundizar un poco más.
13	I	Ok. Como te ayuda? De que forma te ayuda los quizes a aprender?
14	S	Me ayuda porque después de las clases me ayuda por que con eso es una autoevaluación. En sí un aspecto del inglés.
15	I	Después de realizar las evaluaciones, el docente realiza algún tipo de feedback o retroalimentación?
16	S	Si, mirando las falencias donde tenemos. Aquellos puntos mirando donde la mayoría se equivoca, por que se equivoca, de donde viene el error, para no seguir cometiéndolos.
17	I	Ok. Consideras que este feedback es relevante para

		lo que has aprendido?
18	S	Es relevante? NO.
19	I	Por qué no es relevante?
20	S	Porque <i>El estudiante no tiene una respuesta</i>
21	I	Cuando hablamos de relevancia, hablamos si te puede servir esa información que te aclararon o no te aclararon.
22	S	Como puse en el punto anterior son conceptos que ya sabía que había olvidado.
23	I	Ok. Ahora te voy a hacer unas preguntas en inglés. What's your name?
24	S	What's your name My name is Miguel Angel.
25	I	How old are you Miguel Angel?
26	S	Eh, eh. I'm fine and you? <i>The student looked nervous.</i>
27	I	No, that's not my question. But thanks Miguel for your cooperation.
		6.2.2 Second interview
#	Participants	Questions / answers
1	I	Como te llamas?
2	S	Mi nombre es Wilson Javier Herrera Gutiérrez
3	I	A que grado perteneces?

4	S	Estoy en el nivel 1
5	I	Ok. Como evalúa el docente el aprendizaje que tu logras? Como evalúa el docente el aprendizaje que tu logras?
6	S	Por medio de quiz, si exámenes. El profe nos hace exámenes individuales. El nos avisa cuando hay quiz y ya. A veces pasamos al tablero para hacer oraciones pero no se si eso lo pone nota.
7	I	Ok. Consideras que esta forma de evaluación te ayuda a aprender?
8	S	Si, claro.
9	I	De que forma?
10	S	Viendo representado en nuestra vida las cosas que nos muestran aquí.es decir momentos claro que con el cual interpretamos bien las cosas.
11	I	Por qué dices que esta forma de evaluación te ayuda?
12	S	Por qué? nos ayuda bastante por qué cuando empecé no sabía mucho de esto y he alcanzado a aprender, he alcanzado a ver un poquito el avance.
13	I	Después de realizar las evaluaciones que hacen en clase, el docente hace algún tipo de feedback o retroalimentación?

14	S	Sí, claro, Él nos explica y nos complementa eso que nos salió malo
15	I	Consideras que la forma de hacer ese feedback o retroalimentación es relevante para lo que has aprendido?
16	S	Sí, porque de esa forma el profesor puede estar completamente seguro que hemos aprendido.
17	I	Te voy a hacer una pregunta en ingles y la respondes como tu creas que es. No te preocupes que no es una evaluación. How old are you?
18	S	Ehh,Repeat, please
19	I	How old are you
20	S	?.....Ah ya, I am eighteen year old.
21	I	Ok, thanks. Eso es todo.
		6.2.3 Third Interview
#	Participants	Questions / answers
1	I	Como te llamas?
2	S	Mi nombre es Kelly Acevedo
3	I	En qué nivel de inglés estás?
4	S	En nivel 1.
5	I	Como evalúa el docente el aprendizaje que tu logras?

6	S	Este....el profe hace exámenes,.... quizes yotras cosas. El aveces nos manda al tablero. El nos llama o a veces vamos voluntariamente y nos pone a escribir oraciones.
7	I	Ok. Muy bien
8	S	El hace..... este.....actividades para discutir, entre nosotros en el tablero, él manda a varios al mismo tiempo y así....
9	I	Ok. Consideras que esta forma de evaluación te ayuda a aprender?
10	S	Si porque nos enseñan a responder a las personas y los exámenes y todo.
11	I	Después de realizar las evaluaciones que hacen en clase, el docente hace algún tipo de feedback o retroalimentación?
12	S	Si, claro
13	I	Consideras que esa retroalimentación es relevante?
14	S	Como así?
15	I	Si tú crees que la forma de la retroalimentación te ayuda a aprender?
16	S	Si claro, porque el profe nos da las respuestas y nos dice que está mal para no cometer los errores otra vez.

17	I	Te voy a hacer una pregunta en inglés y la respondes como tu creas que es. No te preocupes que no es una evaluación. How are you today?
18	S	I'm fine. Respondió muy mecánicamente.
19	I	What course are you in?
20	S	No,(¿?) Repeat.....
21	I	What course are you in? <i>The professor repeated slower. What English level are you?</i>
22	S	Yes, eh hh, Que en que curso estoy?
23	I	Yes, but that's Ok. Thanks for your time.

INTERVIEW TO THE TEACHER

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Noviembre 6 de 2012 – miércoles 6:15 pm a 7:45 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

ENTREVISTADOR / INVESTIGADOR: Julio Jiménez B.

(¿?) indica que la grabación es ininteligible en este punto

... indica una pausa relativamente breve

(...) indica una pausa larga

I: Interviewer

T: Teacher

#	PARTICIPANTS	QUESTIONS / ANSWERS
1.	Interviewer	Buenas noches profesor, como esta?
2	Teacher	Bien gracias y usted?
3	Interviewer	Bien gracias. Bueno esta entrevista es para conocer un poco sobre su proceso de evaluación en a clase.
4	Teacher	Ok. Digame
5	Interviewer	¿Cómo evalúa usted a sus estudiantes?
6	Teacher	Bueno, yo realizo quizes y parciales. Yo hago quizes cada 2 unidades y parciales al final de cada periodo
7	Interviewer	Ok. ¿Qué tipo de instrumentos evaluativos prefiere utilizar para evaluar a sus estudiantes?
8	Teacher	Honestamente me gustan muchos los quizes escritos
9	Interviewer	¿Desarrolla algún tipo de

		assessment en la clase?
10	Teacher	¿Cómo así? No entiendo
11	Interviewer	¿Desarrolla algún tipo de actividades en la clase que le ayuden a medir el avance en el proceso de aprendizaje de los estudiantes?
12	Teacher	Bueno las actividades que están en el texto.
13	Interviewer	¿Qué tipos de competencias le gusta evaluar mas?
14	Teacher	Me gusta evaluar la gramática. Pienso que es necesaria para aprender inglés
15	Interviewer	Ok. Realiza algún tipo de feedback durante la clase y/o después de la evaluación?
16	Teacher	Si claro. Yo siempre después de un examen doy retroalimentación.
17	Interviewer	¿Cómo realiza el feedback después de la evaluación?
18	Teacher	Ok. Yo voy punto por punto y

		le voy dando las respuestas a los estudiantes
19	Interviewer	¿Cómo es el manejo del Inglés en la clase?
20	Teacher	Usted sabe que es Ingles 1, así que hay que utilizar el español para que se ayuden. La retroalimentación la hago también en español para que quede claro.
21	Interviewer	¿Usted cree que este sistema de evaluación es el adecuado?
22	Teacher	Para mi si porque el estudiante que pasa es el que realmente aprendió los temas vistos.
23	Interviewer	Ok profesor muchas gracias por su colaboración.
24	Teacher	Listo. A la orden siempre

TESTS

INSTITUCION: UNIVERSIDAD DE CARTAGENA

FECHA: Noviembre 6 de 2012 – miércoles 6:15 pm a 7:45 pm

MATERIA: INGLES 1

PROFESOR: JOSE QUIROZ

INVESTIGADOR: Julio Jiménez B.

TEST 1

QUESTIONS / SECTION 1	TYPE OF QUESTION	COMPETENCES
Unscramble the following sentences or questions. Add the correct form of BE. 5. years / my sister / 30 / old _____? 6. number / 6675683 / her / phone _____? 7. she / monteria / from _____? 8. not / I / Colombia / from _____? 9. full / your / name / what _____?	Re-arranging the sentences	GRAMATICAL

QUESTIONS / SECTION 2	TYPE OF QUESTION	COMPETENCES
Change the sentences to questions and answer them. 1. She is from the US _____? No, _____ 2. They are american _____? Yes, _____ 3. It is a big house _____? No, _____ 4. We are friends _____? Yes, _____	Changing the type of the sentence	GRAMATICAL

QUESTIONS / SECTION 3	TYPE OF QUESTION	COMPETENCES
<p>Complete the sentences with the verb TO BE.</p> <ol style="list-style-type: none"> 1. John ____eleven years old. 2. Mary and Jane ____at the park. 3. I ____ a student. 4. My brothers ____on holiday. 5. She____ in London. 6. Your cat____ lovely. 7. Tom and I ____ friends. 8. I ____ at school. 9. They ____ doctors. 10. My favourite colour____ blue. 	Completing sentences	GRAMATICAL

QUESTIONS / SECTION 4	TYPE OF QUESTION	COMPETENCES
<p>Negate the following sentences</p> <ol style="list-style-type: none"> 1. Jane is in the kitchen. _____ 2. Mark and Frank are teachers. _____ 3. I'm in the garden. _____ 4. We're on the Moon. _____ 	Changing the type of the sentences	GRAMATICAL

TEST 2

QUESTIONS / SECTION 1	TYPE OF QUESTION	COMPETENCES
a. Write the questions (0.3) 1. _____? Yes, the book is on the chair 2. _____? The English class is on Saturday 3. _____? No, it's not a desk 4. _____? My glasses are in my bookbag.	Writing questions	COMMUNICATIVE

QUESTIONS / SECTION 2	TYPE OF QUESTION	COMPETENCES
b. Change the sentences from <i>SINGULAR TO PLURAL</i> or from <i>PLURAL TO SINGULAR</i>. (0.2) 7. This is a foot. _____ 8. Those are cities _____ 9. These are pens _____ 10. That is a leaf _____	Writing sentences	GRAMMATICAL

QUESTIONS / SECTION 3	TYPE OF QUESTION	COMPETENCES
c. Choose the correct answer. (0.1) 13. Mary is a student. (HER / THAT / IT) classroom is beautiful. 14. My glasses (ARE / IS / NOT IS) on the table. 15. “Are those your books?” “Yes, (THAT / IT / THEY) are. 16. That is (A / AN / THIS) umbrella.	Multiple choice	GRAMATICAL

QUESTIONS / SECTION 4	TYPE OF QUESTION	COMPETENCES
d. Complete with a personal pronoun (I . . .they) or a possessive adjective (my . . .their) (0.1) 17. Your car is elegant. I like _____ color 18. Carol and Mary are friends. _____ are from Colombia 19. My sister and I go to school together (=juntos). _____ class starts at 7:00 am 20. “Is that your car?” “No, it is not _____ car 21. Peter is a teacher. _____ works in a university. _____ job (=trabajo)is interesting..	Completing sentences	GRAMATICAL

QUESTIONS / SECTION 5	TYPE OF QUESTION	COMPETENCES
<div data-bbox="391 489 607 695" data-label="Image"> </div> <p data-bbox="159 699 678 735">24. The wallet _____ the purse.</p>	Completing sentences	GRAMMATICAL

Appendix 1

RATING SCHEDULE FOR SCORING "OVERALL IMPRESSION"

Topic Code: _____ Assessor(s): _____

Student's Name: _____ Date: _____

Role-Play/Interview

Intermittent Communicator: **1**

Communication occurs only sporadically

Limited Communicator: **2**

Receptive/productive skills do not allow
continuous communication.

Moderate Communicator: **3**

Gets by without serious breakdowns. However,
misunderstandings and errors cause difficulties.

Competent Communicator: **4**

Copes well but has occasional misunderstandings
or makes occasional noticeable errors.

Good Communicator: **5**

Copes well and performs competently.

Appendix 2a

**RATING SCHEDULE FOR SCORING
"COMMUNICATIVE PERFORMANCE"**

Topic Code: _____ Assessor(s): _____

Student's Name: _____ Date: _____

Role-Play

ACC = Accuracy; FLU = Fluency; RNG = Range 1 = Never; 2 = Infrequently; 3 = Frequently;
KIN = Kinesic; PROS = Prosodic; PROX = Proxemic 4 = Mostly; 5 = Always

a) Responds with little hesitation (FLU).	1	2	3	4	5
b) Speaks in complete sentences (FLU).	1	2	3	4	5
c) Sentences are well structured (FLU).	1	2	3	4	5
d) Uses adequate range of voc. and structures (RNG)	1	2	3	4	5
e) Speaks only in English (ACC).	1	2	3	4	5
f) Speaks without reliance on written text (FLU).	1	2	3	4	5
g) Speech is clear and comprehensible (FLU).	1	2	3	4	5
h) Pronounces words competently (ACC).	1	2	3	4	5
i) Speaks with little influence of Hungarian (ACC).	1	2	3	4	5
j) Speech is expressive and appropriately intonated (PROS).	1	2	3	4	5
k) Flow of speech is rhythmic and continuous (PROS)	1	2	3	4	5
l) Is aware of pers. and interpersonal space (PROX).	1	2	3	4	5
m) Displays effective use of body language (KIN).	1	2	3	4	5
n) Displays effective use of facial expression (KIN)	1	2	3	4	5
o) Displays confidence in the interactive process (KIN) & (PROS).	1	2	3	4	5

Subtotal: — — — — —

Appendix 2b

RATING SCHEDULE FOR SCORING

"COMMUNICATIVE PERFORMANCE"

Topic Code: _____ Assessor(s): _____

Student's Name: _____ Date: _____

Interview

APP = Appropriacy; ACC = Accuracy; FLU = Fluency;
 COMP = Comprehension; INTL = Intelligibility; RNG = Range;
 KIN = Kinesic; PROS = Prosodic; PROX = Proxemic

1 = Never; 2 = Infrequently; 3 = Frequently;
 4 = Mostly; 5 = Always

a) Responds with little hesitation (FLU).	1	2	3	4	5
b) Needs little prompting (FLU).	1	2	3	4	5
c) Speaks in complete sentences (FLU).	1	2	3	4	5
d) Sentences are well structured (FLU).	1	2	3	4	5
e) Uses adequate range of vocab. and structures (RNG).	1	2	3	4	5
f) Speaks only in English (ACC)	1	2	3	4	5
g) Speech is clear and comprehensible (FLU).	1	2	3	4	5
h) Pronounces words competently (ACC).	1	2	3	4	5
i) Speaks with little influence of Hungarian (ACC).	1	2	3	4	5
j) Gives correct response (ACC).	1	2	3	4	5
k) Comprehends overall sense of question (COMP)	1	2	3	4	5
l) Gives appropriate response (APP).	1	2	3	4	5
m) Gives response to questions asked (RNG).	1	2	3	4	5
n) Conveys meaning with little difficulty (INTL).	1	2	3	4	5
o) Speech is expressive and appropriately intonated (PROS)	1	2	3	4	5
p) Flow of speech is rhythmic and continuous (PROS).	1	2	3	4	5
q) Is aware of personal and interpersonal space (PROX).	1	2	3	4	5
r) Displays effective use of body language (KIN).	1	2	3	4	5
s) Displays effective use of facial expression (KIN).	1	2	3	4	5
t) Displays confidence in the interactive process (KIN) & (PROS).	1	2	3	4	5

Subtotal: _____

9.3 TESTS

The following documents correspond to the tests that need to be studied as evidence of the material that was used for the evaluation process.

TEST 1

NAME _____ DATE _____

1. Unscramble the following sentences or questions. Add the correct form of BE.

1. years / my sister / 30 / old

2. number / 6675683 / her / phone

3. she / monteria / from

4. not / I / Colombia / from

5. full / your / name / what

2. Change the sentences to questions and answer them.

1. She is from the US

_____? No, _____

2. They are american

_____? Yes, _____

3. It is a big house

_____? No, _____

4. We are friends

_____? Yes, _____

5. The teacher is nice

_____? Yes, _____

3. Complete the sentences with the verb TO BE.

1. John _____ eleven years old.

2. Mary and Jane _____ at the park.

3. I _____ a student.

4. My brothers _____ on holiday.

5. She _____ in London.

6. Your cat _____ lovely.

7. Tom and I _____ friends.

8. I _____ at school.

9. They _____ doctors.

10. My favourite colour _____ blue.

4. Negate the following sentences

1. Jane is in the kitchen.

2. Mark and Frank are teachers.

3. I'm in the garden.

4. We're on the Moon. _____

TEST 2

English exam. Name _____ Grade _____

a. Write the questions (0.3)

1. _____ ?

Yes, the book is on the chair

2. _____ ?

The English class is on Saturday

3. _____ ?

No, it's not a desk

4. _____ ?

My glasses are in my bookbag.

5. _____ ?

That is my brother

6. _____ ?

Yes, their teacher is here

b. Change the sentences from *SINGULAR TO PLURAL* or from *PLURAL TO SINGULAR*. (0.2)

7. This is a foot.

8. Those are cities

9. These are pens

10. That is a leaf

11. Those are oranges

c. Choose the correct answer. (0.1)

13. Mary is a student. (**HER** / **THAT** / **IT**) classroom is beautiful.

14. My glasses (**ARE** / **IS** / **NOT IS**) on the table.

15. "Are those your books?" "Yes, (**THAT** / **IT** / **THEY**) are.

16. That is (**A** / **AN** / **THIS**) umbrella.

d. Complete with a personal pronoun (I . . .they) or a possessive adjective (my . . .their) (0.1)

17. Your car is elegant. I like _____ color
18. Carol and Mary are friends. _____ are from Colombia
19. My sister and I go to school together (=juntos). _____ class starts at 7:00 am
20. "Is that your car?" "No, it is not _____ car
21. Peter is a teacher. _____ works in a university. _____ job (=trabajo) is interesting..
22. Carlos has one sister. _____ is a secretary.
23. a: "Are you Mary and Carlos?" b: "No, _____ are not. _____ are over there"

e. Complete the sentences with the correct prepositions and the correct form of the verb TO BE (0.15)



24. The wallet _____
the purse.



27. The cell phone

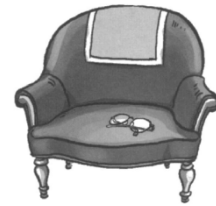
_____ the table.



25. The chair _____
_____ the desk.



28. The newspaper _____
_____ the briefcase.



26. The glasses _____
_____ the chair.



29. The keys _____
_____ the hairbrush.

TEST 3

English exam. Name _____ Date _____

a. Listen to the conversations and check (✓) the correct answers. (0.2)

- | | |
|-----------------------------|-------------------------------|
| 1. The _____ is in his bag. | 2. The man's wallet is _____. |
| ____ CD player | ____ under his desk |
| ____ cell phone | ____ in his pocket |
| ____ camera | ____ in his book bag |

b. Change from singular to plural or from plural to singular (0.3)

4. Is that a city? _____?
5. These are feet _____
6. This isn't a knife _____
7. Those are watches _____
8. It is a goose _____

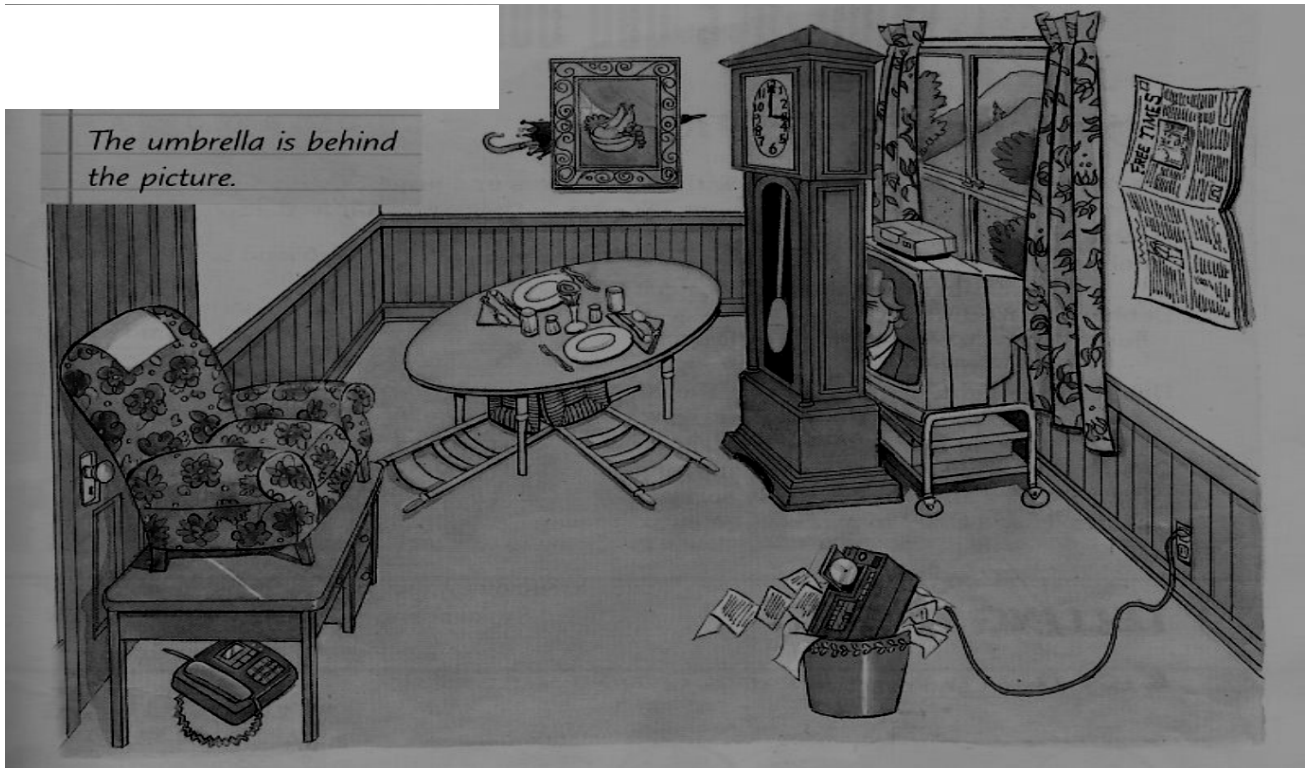
c. Write the questions. (0.25)

9. _____?
Mary is in the garage.
10. _____?
Yes, my sister is a teacher.
11. _____?
No, those are not books.
12. _____?
That is a house.
13. _____?
Yes, his car is blue.
14. _____?
The children are in the terrace.

d. Complete the conversations with the correct words. (0.05)

- | | |
|---|---|
| 15. a: Where _____ my English dictionary? | 16. a: _____ my pencils on your desk? |
| b: Is _____ in your book bag? | b: No, _____ are not. Sorry. |
| a: No, it's _____. | a: Hmm. _____ are my pencils? |
| b: Wait a minute. _____ it on the desk? | b: Are _____ in your pocket? |
| a: Yes, _____ is. Thank you. | a: Let me see. Yes, _____ are. Thank you. |

e. What's the problem in this room? Write sentences with the words in parentheses. (0.19)



(CD PLAYER)

(NEWSPAPER)

(TELEPHONE)

(ARMCHAIR)

(CHAIRS)

(TV)